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TEACHING MATERIALS CENTER

Language Arts - ...

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FOR TEACHERS OF SPECIAL EDUCATION CLASSES

CHAPLIN SPECIAL SCHOOL

CHEYENNE, WYOMING

TEACHING MATERIALS CENTER
Courses of Study

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LANGUAGE ARTS

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"Easter Bonnet", Ruth Dana Pedersen

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"My Daddy and I", Anne Alexander
"Goin' Fishin'", Dorothy Dill Mason

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"A Pleasant Hobby", Winifred Catherine Marshall
"The Folding Chair", James Steel Smith
"Safety Reminders," Lois Snelling
"Pancake Song," Geraldine Ross
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LISTENING - PRIMARY

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To recognize the importance of careful listening.	<ol style="list-style-type: none"> 1. Discussing the importance of listening for: <ol style="list-style-type: none"> a. traffic signals b. bells c. visitors at the door 2. Listening to music - to find certain words Records - sounds or simple musical instruments such as the Records - instruments piano, or drum. 3. Discussing values of listening: <ol style="list-style-type: none"> a. Getting information one needs to become a member of a group or to attempt a task b. Contributing to a group situation c. Dramatizing: "What happened when I did not listen well." d. Showing a completed work sheet in evaluating effective listening <p>(ALL OF THESE ABOVE FACTS WOULD, OF COURSE, BE GEARED TOWARD THE CHILD'S LEVEL)</p>	bells (These can be found in the Music Library at Chaplin School.)	
To establish a purpose for listening.	<ol style="list-style-type: none"> 1. Learning to follow oral directions:(Example) <ol style="list-style-type: none"> a. Color the first ball blue. b. Write a # 1 by the dog. c. Draw a circle around the tree. 	Duplicated seat work to fulfill this activity Assignment sheets to further develop this classroom activity.	

OBJECTIVE

ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

- d. Color the third ball blue.
- e. Color the doll's hair yellow.
- f. Put your arms over your head.
- g. Clap your hands.

2. Dramatizing stories - knowledge of characters:

- a. "The Three Bears"
- b. "Little Black Sambo"
- c. "Mother Goose Rhymes":
 - 1. "Old Mother Hubbard"
 - 2. "Little Boy Blue"
 - 3. "Little Jack Horner"
 - 4. "Humpty, Dumpty"
 - 5. "Old Woman and the Shoe"

3. Enjoying a story for fun

- a. Little Red Riding Hood
- b. The Three Pigs
- c. Gingerbread Man

4. Sentence Repetitions:

In this type of activity, the teacher would say: "I am Miss Jones." The student in turn would say: "I am Miss Jones." T: "My name is Mary." S: "My name is Mary." Those who repeat exactly what the teacher has said, learn to listen for what is said, consequently, new listening habits are developed. This is a type of activity that cannot be carried on for long at one time-

Any library book that would have these rhymes could be used.

These rhymes could be found in the library at Chaplin Special School.

Library Books for Children
(See Library Book Bibliography at the end of the Primary guide.)

Sentence repetition game - sentences made up by the teacher, prior to the time for the activity. Not only does the child learn to listen, but he is learning to use complete sentences.

OBJECTIVE

ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

5. Animal sounds:

- a. The teacher could have the children either close their eyes, or keep them open and covered. Sometimes a little of both is desired.
- (b) The teacher could say: "Can you guess my name by the sound I make?"
- c. The teacher would make the sound: (Example) "Bow-wow-wow."
- d. The students would in turn identify the animal. (In order to do this, they have to listen because sounds are not to be repeated. The teacher will find that stressing their listening to them is quite important.)
- e. T: "What sound does a cat make?"
- f. S: "Meow-meow-meow."
- g. The children could be the ones who made the sounds and in turn have the teacher and some other students guess what the animal was. This to the children, shows that the teacher, even though he/or she may be an adult, has to listen, and learn to form good listening habits.

6. Recognition of environmental sounds:

- a. Sounds could be recognized by listening:
 - 1. wind
 - 2. walking
 - 3. laughing

For activities # 5,6, the teacher will find the use of records to be quite helpful. The records can be purchased through any record company, or the teacher may decide to make her own, by use of the tape recorder.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To set the stage for good listening	<p>4. talking 5. running water 6. machinery 7. record player 8. writing on blackboard</p> <p>1. Arrange the seating according to activities:</p> <ul style="list-style-type: none"> a. telling a story b. giving directions for class assignments c. dramatizing stories or poems <p>2. Clearing desks of articles that might distract.</p> <p>3. Getting comfortable for listening</p> <p>4. Making hands and feet "listen"</p> <ul style="list-style-type: none"> a. having each still b. having each in a comfortable position <p>5. Learning to look at speaker:</p> <ul style="list-style-type: none"> a. hear better b. facial features c. gain a better understanding of what is being said <p>6. Keeping objects out of hands:</p> <ul style="list-style-type: none"> a. distracts individual and others b. can't listen and play at the same time, c. result: unnecessary noises 	Teacher made sounds - use of tape recorder.	

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To learn desirable ways to respond to the speaker, both physically and mentally.	<ol style="list-style-type: none"> 1. Discussing appropriate responses as: <ol style="list-style-type: none"> a. nodding b. clapping c. laughing - when appropriate d. asking questions e. commenting (This also teaches them to speak when it is their turn.) 2. Dramatize the above 		
Recognizing the interrelationships between speaking and listening.	<ol style="list-style-type: none"> 1. Speaking with the group in choral speaking. 2. Delivering messages - classroom to classroom. For the primary children, this could be called: "The Messenger for the Day." 3. Delivering messages to home. 	(See bibliography for library books on choral speaking that could be used as a reference.)	To supply her own choral speaking material, the teacher could use any "known" story, or nursery rhyme, and convert it into choral speaking material.
Learning to listen for specific facts.	<ol style="list-style-type: none"> 1. After viewing a film, listening to a story, hearing an announcement, watching a demonstration, check for the main ideas brought out by: <ol style="list-style-type: none"> a. Who gave the announcement? b. What was the announcement about? c. What are you suppose to do? d. What did you hear? 2. Socio-drama could be used in the classroom to develop further, the item mentioned above in # 1. 		
Learning to listen for enjoyment and appreciation.	<ol style="list-style-type: none"> 1. Retelling or drawing the funny part of a story. 2. Enjoying words in poetry 3. Enjoying songs 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
Learning to recreate an experience	<p>4. Drawing pictures of the story or poem after teacher has completed</p> <p>1. Answering questions as:</p> <ul style="list-style-type: none"> a. How did the description of the little boy make you feel? b.. How did you enjoy the actions of the people in our story? c. What did the song make you feel? <p>(Teacher to determine her own questions for listening evaluation)</p>		
Listening during show and tell time	<p>1. Describe objects shown</p> <p>2. Tell about the objects</p> <p>3. Pass the object (if possible) around and share it with the other classmates.</p>		
Learning to listen well to evaluate well.	<p>1. Telling why a program, party, recording, game, or film was enjoyed. Why it was <u>not</u> enjoyed.</p> <p>2. Examine finished work to determine if directions were followed. For example: (From time to time, the teacher could give directions for a certain subject either directly to the children, or by the use of a tape recorder and play this for them. They would have to listen and listen well for directions.) This will be hard for them to accomplish until they learn to listen <u>well</u>.</p>		
Learning to understand vocabulary	<p>1. Playing guessing games in order to identify familiar objects by correct names</p>		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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2. Saying, telling, and acting out the meaning of new words learned in discussing poems, stories, programs etc. (Example: jump, sing, yell, cry, etc.)
3. Telling new things learned from listening to a story, or watching a film.

ALL CURRICULUM GUIDES WILL BE USELESS, UNLESS THE TEACHER KNOWS HER PUPILS. THIS GUIDE IS TO BE ADJUSTED TO THE PUPILS: NOT THE PUPILS ADJUSTED TO THE GUIDE.

ORAL LANGUAGE-PRIMARY

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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Oral communication is the foundation of the Language Arts Curriculum. In the first place, language is oral in its beginning. Oral language is basic because in everyday affairs throughout life, it is used more frequently than is written. Oral language is foundational because the fundamental aspects of spoken language are identical with those of written communication. There are eight common motives for oral language:

1. to entertain
2. to produce desirable social relations
3. to instruct
4. to make decisions and make plans
5. to persuade
6. to render amount of work done
7. to spread news
8. to carry on business and other cooperative enterprises

The Basic Principles of Instruction are:

1. Growth in oral language abilities parallels other phases of language development.
2. Children talk more effectively about the things they know best.
3. In the beginning stages of learning, an unfamiliar and newly needed language skill should be presented in a concrete manner.
4. Language should be considered a day-long activity.
5. There should be definite instruction in listening.

Points to remember:

1. Quality and pitch of voice are important.
 - a. they are imitated by the children
 - b. they set the emotional tone for the room
 1. a high pitched or loud voice causes children to be noisy, irritable and difficult to guide.
 2. a quiet, low-pitched voice helps to keep children relaxed, poised, and on an even keel.
2. Forms of courtesy and other suitable methods of expression are learned through example.
 - a. The teacher's casual and friendly attitude toward each child is carried over by the children into their contacts with each other.
 - b. True courtesy is a matter of consideration and feeling for others even more than words.
3. Child's first awareness of the functions of oral language will begin to develop as he begins school.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
✓ To further develop speaking ability	<p>1. Classroom Activities:</p> <ul style="list-style-type: none"> a. Show and Tell Time b. Conversation will take place as the children work in small groups c. Discussion: <ul style="list-style-type: none"> 1. planning activities 2. settle classroom problems 3. planning a class trip, game, etc. d. Storytelling <ul style="list-style-type: none"> 1. telling stories in sequence 2. enjoying a story 3. saying jingles and rhymes e. Giving information <ul style="list-style-type: none"> 1. Making class announcements mentioning: <ul style="list-style-type: none"> a. who b. what c. where d. when e. why 2. Giving directions as how to make something 3. Telling how something was made <p>2. Speaking with enthusiasm:</p> <ul style="list-style-type: none"> a. finger plays - dramatizing a story that was read during reading class b. choral speaking c. saying poems from memory d. reading sentences - taken from experience charts that were constructed during oral language periods e. giving exchange of ideas f. telling a story from use of a picture g. naming pictures orally, that appear on speech cards h. reciting nursery rhymes 		

Develop further speaking skills through the sense of touch.

1. Different articles are put in a paper bag:

OBJECTIVE

ACTIVITIES

INSTRUCTIONAL
ACTIVITIES

EVALUATION

- a. paper clip
- b. piece of sand paper
- c. button
- d. chalk
- e. hard candy
- f. small piece of sponge
- g. piece of rubber balloon
- h. pencil
- i. thread

2. Students, one at a time, reach into the bag and take an object.
- a. keep hand in bag
 - b. guess what article is in the hand
 - c. bring object out of bag-look-describe

articles to be decided by the teacher.

Develop further speaking skills through sense of sight.

- ① Teacher holds up a scenery picture and asks such questions as:
- a. What do you see?
 - b. Is this a happy picture? Why?
 - c. What colors do you see?

PICTURE FILE

Activity pictures and animal pictures can be used in this same type of activity, asking questions pertaining to each picture.

Develop speaking ability through sense of smell

1. Teacher provides certain commodities for children
 - a. Students are blindfolded or cover their eyes.
 - b. they smell the object
 - c. explain object just by sense of smell
2. Objects that can be used:
 - a. apples
 - b. oranges
 - c. lemons
 - d. candy
 - e. vinegar
 - f. ammonia (modified form)
 - g. pickel juice
 - h. bubble bath
 - i. shampoo
 - j. tooth paste
3. Students uncover eyes to see what object is.

The teacher could make notes on the speaking ability of each; listing good points and weak points.

WRITING - PRIMARY

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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THE OVER-ALL OBJECTIVE FOR THE TEACHING OF WRITING TO THE EDUCABLE MENTALLY RETARDED CHILD IS TO HELP HIM ACHIEVE LEGIBILITY FOR COMMUNICATION

Presentation of Name Cards

Name cards could be provided early in the year.

- (a). Cut oak tag to make cards about 7 inches by 3 inches.
- (b). Rule two lines on the card, that are about $1\frac{1}{2}$ inches apart.
- (c). Between these lines, write the child's first name in manuscript with a black crayon or a felt pen.
- (d). Each child keeps his name card in his desk or pasted on top, for referral when he wishes to write his name.
- (e) After name cards have been distributed, present each child's name on the chalkboard.

Presentation of each student's name on the chalkboard.

- (a) Rule chalk lines that are four inches apart.
- (b) Write the name of three or four children in one space, and ask them to find their names, then write their names on the next space with their own efforts, guided by the teacher.
- (c)
 1. First, trace his name with forefinger-over name written by teacher
 2. Trace with chalk as you guide the student's hand.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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3. Then have the student write his name in the provided space.

There should be many days of this procedure with individual supervision at the chalkboard before writing at the desk with black crayons.

To teach the beginning steps of writing

1. The teacher will introduce this step to writing by doing the examples on the board in the following manner: (The teacher could teach and demonstrate, at the same time-this gives something concrete on which the students can build.)
 - (a.) Let's make lines down, down, down. Start at the top and go down, down, down. Very good.
 - (b.) Let's make lines across, across, across. Start at the left-hand side of your paper. (Teacher illustrates what she means each time she gives an oral direction) Go across, across, across.
 - (c.) Let's start at the bottom and make lines going up, up, up. Very good.

The first introduction can be done by the students at the blackboard with the teacher. They could then sit down and as the teacher does this same lesson on the blackboard, they could follow her directions, using paper and pencil.

This procedure is done over and over until each child has learned not only to do the actual first writing steps correctly, but

OBJECTIVE

ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

To teach the proper sitting position of the body, correct holding of the pencil, and the placement of the paper.

to follow oral directions. This is their first opportunity to learn how to listen and follow oral directions.

During the beginning phase of writing, it is important that the teacher assure each student, praising him for what he has accomplished, even though it may not be up to the teacher's expectation.

Another good point for the teacher to remember is to stress neatness. They should understand that this is their first step to writing and it should be done accurately and neatly.

These directions are given slowly and orally by the teacher. She could illustrate by sitting at her desk and doing the exercises as she tells them.

- a. Sit tall in your seats with both feet flat on the floor.
- b. Place your paper straight in front of you. Hold the paper with your free hand. (If the child is left-handed, the paper should be held with his right hand.)
- c. Pencil should be held between the thumb and the second finger, with the first finger resting on top of the pencil. Hand should rest on the side. The pencil should be held where the sharpening begins. (Teacher demonstrates)

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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To teach the importance and reason for leaving margins when writing.

There may be some cases where this above procedure could not be followed. In such a case, the teacher should use her own judgment as to the proper sitting position, pencil, and paper position to follow. IT IS IMPORTANT, HOWEVER, TO STRESS SITTING TALL AND STRAIGHT, REGARDLESS OF THE OTHER POSITIONS FOLLOWED.

This writing posture should be stressed and checked from time to time by the teacher. If the teacher notices that a child is slumping, a gentle touch on his back will serve as a reminder to him. In this area of teaching, as in all areas, THE TEACHER IS THE BEST EXAMPLE.

The "margin" should be explained in the first writing lesson with pencils.

The teacher could open a book and show the children the space on the left and right. Then she explains that this is what we call the "margin". Writing is much neater on a page when a margin is left.

The children then should be instructed to make margins on the left of their paper, using their forefinger, and making the margin as wide as the finger. (Teacher does individual instruction if needed.)

The teacher should go by each student and instruct him to put a pencil mark on their paper to mark their margin.

THIS PROCEDURE SHOULD BE PRACTICED EACH TIME THERE IS A WRITING LESSON SO THAT THE SLOWER ONES WILL LEARN ACCURATELY. THE STUDENTS WHO WERE FAST IN LEARNING THIS PROCEDURE, COULD BE USED AS HELPERS WITH THE SLOWER ONES.

Text books - any subject
Library books

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To begin the individual introduction of the capital letters of the alphabet.	In keeping with the first steps of the writing lesson, the individual introduction of the alphabetical capital letters should be given as follows: (Teacher should be the one to determine this order of presentation)		
	L F T H A E U I N M V W X D P B R J Y C G O Q S K Z		
	(If the child is five years old mentally, he can master one letter a week. If he is mentally older, he might be able to master more than one letter a week.		
	A general procedure that could be followed is as follows: (Before actually beginning, she should remind them of their body position, the way they are holding their pencils and the placement of their paper. Neatness should be stressed. If an error is made, let it alone and continue. (These little "reminders" would be given in a friendly way so that each student would feel free within himself, to do his best performance. This first step in writing could make either a bad, or a good attitude as far as the child is concerned.)	Newsprint	
	Let it be understood that the exact words a teacher would say during the individual introductions of these letters, would be entirely up to her. Below is a <u>general</u> procedure that could be used.	Use paper 9" by 12" folded in 16 sections	
	L - (This is the simplest combination of the down and across strokes) "Let's go down and across to make the L." As the word down is said, make the stroke down, and move across as the word across is said. (L is based on two even strokes of the pencil.)	Soft pencils	
		Manuscript wall cards	
		Large black crayons	
		Music liner	

OBJECTIVE

ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

F - One long line down and two lines across, one short line across the top and one across the middle - to make F.

T - One long line down and one very long line across the top - to make T.

H - Two long lines down and one line across the middle. This middle line is like a little bridge between the long lines that go up and down. This makes H.

A - Two slanted lines like the lines of a triangle Δ and one line across the middle to make A.

E - One line down, and then a line across the top, another across the middle and another down at the bottom - to make E.

U - Down then across the bottom then up again to make U.

I - A long line down, a short line across the top and another short line across the bottom - to make I.

N - Up, slant down and up, to make N.

M - Down, slant down, another slant down, another slant line down to make M.

V - Let's start at the top this time and go down slant, then come up again, slant, to make V.

W - To make W, we start at the top and go down then up again, then down again, and then up again. W is like two V's.

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

X - Just cross two slanted lines in the middle to make X.

D - Make a straight line down. Go back to the top and make a round half circle until it touches the bottom of the straight line - to make D.

P - A straight line down and then a small half circle which ends at the middle of the line - to make P.

B - A straight line down, and then two small half circles on the same side of the straight line - to make B.

R - A straight line down, a small half circle as if it were to a P - and then a small slanted line that starts at the middle of the straight line - and you have an R.

J - A long line down, a short line to the left and a little line up and then a short line across the top - to make J.

Y - Two short slanted lines and a long slanted line that touch - to make a Y.

C - Part of a half circle that curves around to the left - to make a C.

G - The C half circle with a line at the middle makes a G.

O - A whole closed circle makes O.

Q - O with a slanted line, starting inside at the bottom of the right - makes a Q.

S - Start at the right hand side, make a half circle around to the left, draw a straight line across to the right, and

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

then make another half circle to the left. Now, you have an S.

K - One line down and two slanted lines, like the lines in a V, but made sidewise - to make a K.

Z - Start at left hand side and draw a straight line across to the right, then draw a slanted line down to the left, and from the end of that line draw straight across again to the right. Here is a Z - our last letter.

INDIVIDUAL REVIEWS OVER LETTERS ALREADY LEARNED WOULD PROVE TO BE QUITE HELPFUL.

To introduce the individual small letters of the alphabet.

The order of teaching the small printed letters of the alphabet would be the same order as used when teaching the way to make the capital letters:

l f t h a e u i n m v w x
d p b r j y c g o q s k z

(The child will find this series of lessons much easier than the previous one for he recognizes some of the forms already learned in the printed capital letters.

The rate of teaching these small letters varies with the individual. It generally is one letter a week. However, often the child becomes so thrilled with the fact that he recognizes the forms of letters that he could be "fed" more than one letter at a time.)

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

Letters could be grouped and taught from this angle. Such a grouping could be:

lbd	ceos	xy
hk	ag	
ft	mn	
ijr	uy	
pq	vw	

(NEVER ASSIGN A NEW GROUP OF LETTERS UNTIL THE EARLIER GROUP THAT WAS GIVEN IS MASTERED.)

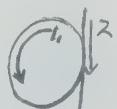
To provide a concrete basis for the introduction of the small letters of the alphabet

In this exercise, the teacher will find that with educable mentally retarded children, it is easier for the children to learn and remember, if there is something to make them remember - not just facts. The purpose of this activity is just to help the children feel at ease, happy and yet put them in a learning environment:

A word is presented, that begins with the individual letter for which you are working. (The order is listed above) This presentation to follow will be in alphabetical order, however, the teacher should feel free to use each whenever needed.

APPLE

- ✓
- 1) Snibble, snapple,
Round as an **APPLE**.
 - 2) Pick, tick,
Make a stick!



These illustrations (ending on page 16) were taken from: Scott, Louise Binder & Thompson, J. J., Phonics in Listening, Speaking, Reading and Writing c. 1962, Webster Publishing Company, pages 307-315.

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATIONBED

- 1) Down you go; slide into BED
- 2) Put a pillow at your head.

CAT

- 1) I am a half circle and I am fat,
I am the first letter sound-in CAT.

DUCK

- 1) Raindrops round,
- 2) Fall to the ground.
"And that," says DUCK,
"is my first letter sound."

EGG

- 1) Baby chick says,
- 2) As you make his egg,
"Leave me a place --
to stick out my leg."

FISH

Did you ever see a Fish
take a stroll?

- 1) Mine did. Then jumped 2. ↗
- 2) Back into his bowl.

GOAT

- 1) Around the pen
Went Billy, the GOAT
- 2) He has long whiskers
and a shaggy coat.



OBJECTIVE

ACTIVITIES

INSTRUCTIONAL
MATERIALS

EVALUATION

HAT

A feather tall on my HAT:
 1) Down and (2) over,
 just like that!

INK

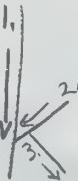
1) I spilled the INK
 2) It left a spot.
 See - I made a line and a
 dot!

JAM

1) Down the stairs see
 me run, To get some
 JAM, oh, what fun!
 2) Please do not, forget
 to dot!

KITE

1) Down you go,
 2) And in you go.
 My KITE won't fly
 this way.
 3) Slant another down
 again; Now, it can
 fly away!

LEAF

1) A little red LEAF
 comes tumbling down;
 It flies and swirls-
 all through the town.



OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATIONMAN

- 1) Down, 2) make a hump,
 3) Now, another one.
 "Mmmmmmmmmmmmmmmmm:
 (make the sound)
 Isn't this fun?"

NUT

- 1) Down falls a NUT from the
 top of the tree;
 2) It comes one bounce, as
 you can see.

OX

- 1) As the OX walks round
 and round; He makes a
 path upon the ground.

PIG

- 1) Inside the fence is the
 little pig's pail;
 2) But all we see is the
 little pig's tail.

QUEEN

- 1) A QUEEN wears a crown
 2) And a trailing gown.

RAKE

- 1) RAKE the yard, rake the
 yard, on a summer's day;
 2) RAKE the yard, rake the
 yard, rake the leaves away.



OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

SUN

- 1) Little SNAKE has lots of fun,
Lying curled up in the SUN.



TOP

- 1) My top stands very straight,
2) As it spins out the gate.



UMBRELLA

- 1) Your umbrella makes a cup,
2) If you forget to hold it up!



VALENTINE

- 1) Valentine hearts have a point, "V"
you see;
2) Just like the one on the letter,
"V".



WAGON

Down (1) down (2) down (3) down
(4) my wagon bumps along,
Down, down, down, down,
That's my wagon song.



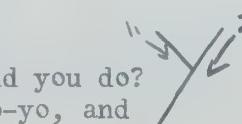
BOX

To end the word box, here's what
to do;
Cross two sticks, (1) and (2) two.



YO-YO

- 1) Slant in 2) slant down, What did you do?
You made the first letter in yo-yo, and
you!



OBJECTIVE

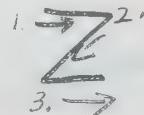
ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

ZEBRA

A Zebra has zigzag stripes of black.
1) Zig (2) Zag (3) zig upon his back.



THESE FOLLOWING ILLUSTRATIONS AND THEIR ACCOMPANYING RHYMES CAN BE USED IN TEACHING THE VARIOUS LETTER FORMS AND THEIR KEY WORDS. THE DRAWINGS COULD BE DUPLICATED, WITH THE LETTER BEING TAUGHT, DOTTED IN, SO THAT CHILDREN CAN TRACE THE LETTER.

APPLE a

Apple, apple, red in the fall,
Draw a round shape like a ball.
Draw a short stick for a stem.
Apples all have stems on them!



MY PILLOW b

I like to sink down,
In my bed.
With a pillow
For my head!



LITTLE CAT c

This little cat,
as you can see.
Is curled up in-
a letter "c"



CHICK IN EGG e

Little chick, in your eggshell.
How does egg begin?
Can you tell?
"Peep, peep, peep, I cannot tell.
For I am not yet - out of my shell!"



MY FISH f

Fish, fish, in the sea,
What will your,
first letter be?



GOAT PUPPET g

Let's make a small goat puppet,
Draw a circle for me.
Now, add two horns, a small mouth, and whiskers-one, two, three.
Now you make a tail, that curves around, And an eye so he can see!



MY PEN i

Here is a pen,
Where the ink will hind.
Now you make a blot,
On the paper outside.



J IS FOR JAM j

Jam is so fine,
For a boy or a girl; J has a tail,
that makes a nice curl!



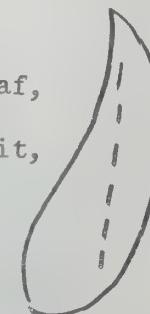
LITTLE KITE k

Little kite, fly, fly,
away; But please, oh, please,
Don't take your "k". Or there will be words, I cannot say!



LEAF l

Here is a leaf,
And a dotted line; Trace it,
and you'll have an "l"
strong and fine.



DUCK d

"What do I see?" old Mother duck said. "Why, I see nothing-more than Baby Duck's head."



HOMER h

Homer is a puppy, I like him best. He jumps upon, a chair to rest."H-h-h-h." (make the sound.)



A MAN M

I can write "M"
I can, I can
And now, I will make it
Into a man!



QUEEN Q

Here's a queen,
with a crown.
And, a trailing
gown.



AN UMBRELLA U

Let's make a big
umbrella, The
wind blew upside
down. You make a
"u", but there's a
tip to keep it off
the ground.



ONE KIND OF NUT N

Let's make a coconut,
in the shell. First,
make a stick, and then
Let's make a round hump,
for the nut. Now we
have the letter "n".
Now, draw a circle all
around,
To make the brown shell
wide.
Then add three dots, to
get the milk,
That's sweet and good--
inside.



RAKE R

Make a line with a curve
at the top, and the letter
"r" you'll make.
There are four sharp teeth,
With the points all down,
Upon your garden rake!



YOUR VALENTINE V

To make a heart is easy,
Just draw a slanted line,
Another slant, and then,
two humps - And there's
your valentine.



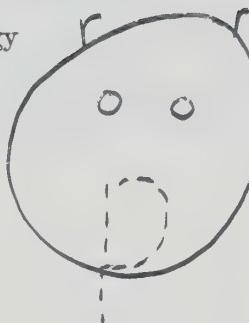
AN OX O

Here is an ox,
With a circle
round.
Say "ox" with
me,
And hear the
first sound!



PIG PUPPET P

Let's draw a piggy
puppet!
Draw first, the
letter "p".
Draw a circle
around it and
a piggy's face
you'll see.
Now, two eyes
like circles,
An an "r" for
each ear. You
cannot hear the
piggy's squeal,
But you know,
that he is near.



MISTER SUN S

Here is Mister Sun,
With a smiling face,
And here are some "s's"
For you to trace



MY TOP T

Here is a "t"
with two lines more,
And we have a top
That can spin on
the floor!



X X

This is a strange
letter, as you can
see, Add two eyes,
a nose and mouth.
What will it be?



MY WAGON W

I make a "w"
And draw a top;
And there is more,
So I won't stop.
I draw a floor,
And wheels - one,
two. Here is a wagon,
just for you!



MY YO-YO Y

Draw a slant to the right,
And a long slant the other way.
Oh, good! I now have a yo-yo
To play with today.



ZEBRA IN THE ZOO Z

I saw a zebra in a zoo.
"Zzzzz-zzzz-zzzz!"
(Children can make the sound as they make the letter.)
I will describe him now for you:
"Zzzz-zzz-zzz-zzz-!"
Because he had black stripes, of course.
"Zzzzz-zzzz-zzzz-zzz-!"

OBJECTIVE

To introduce color to the brain injured child.

ACTIVITIES

Color can be used in teaching brain injured children how to write their letters. Orange-yellow and red have the most appeal, and orange-yellow is the more appealing of the two colors.

Make the down strokes of the letters with white chalk and use the yellow chalk for the strokes that go up, or across.

Another method that can be used with the students who have trouble remembering the form of letters such as S, V, or W, is called the clay-pan method.

- a. Take an aluminum cookie pan with very low sides or rims.
- b. A pound or two of an oil base plastic clay is a good medium for the writing mixture.

Introduce the use of clay to those students who have trouble remembering the form of certain letters.

INSTRUCTIONAL MATERIALS

colored chalk
colored crayons

EVALUATION

aluminum cookie pan

2 lbs. oil base plastic clay.

orange sticks

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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- c. This should be smoothed out over the bottom of the pan.
- d. An orange stick can be used to trace the letter in the clay.

Introduction of the kinesthetic approach to correct writing.

There will be some students who have a great deal of trouble, remembering the way certain letters are made and may reverse the letters such as: E \exists S \mathcal{Z} C \triangleright F ∇ . The following procedure can be used for these students:

- a. Each letter that the student reverses, or has trouble with, should be traced on sandpaper.
- b. Cut the letter out.
- c. The student will then trace the letter, using one of his fingers.
- d. After he traces the letter, he can try to write the letter, either on paper, or at the blackboard.
- e. These letters can be kept in the student's desk for him to refer to when they are needed.

To introduce the proper way each writes his name.

While some students are still working on writing their letters correctly, the teacher could work with the students who are ready to go on. She would write his name on his paper, saying each letter and re-giving the instructions of how they are to be made. The student could trace over what the teacher has already written, to get the "feel" of writing his name. Then he would

Cut long strips of paper 2" wide and give each student a strip. He can practice writing his name over and over. When he completes this activity, he can take this strip of paper home and use it as a wall border.

OBJECTIVE

ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

practice making the individual letters, then finally his name. After he has accomplished this task, recognition could be given him by letting him write his name on the blackboard, under the title: "I have learned to write my name."

To teach the first directed writing lesson

At this point, the teacher will find it necessary to introduce "packing and spacing." Packing means putting all the letters in a word close together. It is like packing clothes in a bag. Spacing means leaving a little space between words. Children should be told to place a finger between words. This will give them the proper spacing they need.

When all the children have learned the general for for all capital and small letters, have learned to write simple words such as and, the, my, to, etc., they are ready for their first directed writing lesson.

The general procedure that could be followed:
(Here again, this is only a suggested procedure.)

1. Each child should be given a sheet of unruled 9" by 12" newsprint and a large black crayon. (Teachers should have a supply of large black crayons to be used only for writing.)
2. Direct (and instruct individually) children to fold the newsprint in the middle, fold again, the same way, then fold again. (Learning to fold newsprint will require several periods of instruction.) Some may never learn the correct way to fold the paper. The teacher should not fold the paper for

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

any student just to "get on" with the writing lesson. If this is done for him, he will expect the teacher to do other things for him that he himself should do. Here again, the teacher should be the one to decide where this type of help is needed and provide it.

3. Papers should then be opened and placed on their desk. The length of the paper should be parallel to the length of the desk. The folded spaces serve as the first lines for writing. (This complete writing lesson will probably have to be done in working with groups - not the entire class.)
4. Children will write their name first. They will follow a careful presentation of each letter pattern, which has already been presented on the board. This will necessitate many lessons. After all letters have been presented, mentioning the name of each letter - then create the need for the first writing of the word.
5. Children may want to talk about their dogs. Any subject all would be interested in would serve the purpose of the first written word.
6. Write the word dog on the board between lines about 4" apart. (Write slowly while the children watch.)
7. Erase the word.
8. Then write the "d" while the children watch. They would then make the letter in the space on their paper.

OBJECTIVE

ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

Follow the same procedure when making the "o" and the "g".

(A descriptive count for each letter may be used as was previously stated. The teacher should examine the work of each student to either help him correct the mistakes he is making or praise him for doing a nice job.

9. The children fold their paper so they cannot see the word they have written.
10. The teacher repeats the writing of the word "dog" writing each letter while the children watch her.
11. Finish the lesson by having the children draw a picture of their dog, or a friend's dog.
12. They would write their new word under the picture.
13. The papers should be put on display.

(Keeping the writing lesson short and content interesting to children is one of the main objectives the teacher should have.)

The teacher should circulate among the children and ask them to hold their lesson papers so they could be seen.

Save the writing papers and at regular intervals, note the improvement made.

Ask the children from time to time, to make an evaluation of their own writing papers.

Teacher should keep a short evaluation card for each student - showing progress made

Writing evaluation cards

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

It is very important when the teacher gives board instruction and has asked every child to watch, to demand their attention. For most of the primary children, this will be one of their "first" lessons in following orders.

SOME SPECIAL ACTIVITIES THAT COULD BE
USED IN FURTHERING THE WRITING PRACTICE
OF THESE PRIMARY CHILDREN ARE:

1. Writing names on paper and other belongings.
2. Writing labels and captions for pictures drawn by them.
3. Writing labels and captions for picture diction.
4. Writing gift tags.
5. Writing greetings for special days.
6. Writing short invitations to a party or a program.
7. Writing short thank you notes and friendly letters.
8. Writing experience stories from blackboard or a chart.
9. Filling in blanks in workbooks, number books etc.
10. Writing a short poem from the chalkboard.
11. Writing notes to a child or a teacher.
12. Labeling pictures for a display.
13. Placing words in alphabetical order from a list. (Primary II)
14. Labeling pictures in scripbook on a unit.
15. Writing in sequence, three or four short sentences of a story from the chalkboard.

WRITTEN LANGUAGE-PRIMARY

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To develop the preliminary steps to written communication in the primary grades.	<ol style="list-style-type: none"> 1. Experience charts: <ol style="list-style-type: none"> a. Subjects such as: <ol style="list-style-type: none"> 1. What do the boys and girls do on Friday? 2. What fun do they have? 3. How do you spend your summer? b. Students dictate thoughts and ideas. c. Teacher writes these thoughts on the board, or on chart paper. d. Story is read back to the students. 2. Written assignments: <ol style="list-style-type: none"> a. copy brief notes from the blackboard b. copy stories from experience charts c. copy memorandums from the blackboard d. copy announcements to take home e. copy records to take home - showing parents grades received in work done at school 3. Writing short "get well" notes to students who are ill. 4. Writing notes to parents when they are going to give them a gift they made in school 		
Developing a purpose for written language for the primary grades:	<ol style="list-style-type: none"> 1. Child's first awareness of the functions of written language may come through the teacher's use of it: <ol style="list-style-type: none"> a. note to a child's mother b. memorandum about what a child needs c. a note to a child who is sick 		
Correlating written language with writing lessons- and spelling	<ol style="list-style-type: none"> 1. Throughout the writing lessons, students are being taught correct manuscript writing. 2. Eventually, there will be spelling that is taught. 3. By knowing <u>how</u> to make certain letters, knowing the spelling of easy words most frequently used in sentences, students will develop the ability to learn to "copy" and "write" sentences. 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
Activities to use for further development of written language skills for the primary grades.	<p>1. Using Reading book, the student could copy simple paragraphs or sentences, beginning each with a capital letter and ending each with the proper punctuation.</p> <p>2. From spelling, students can put several words together they have learned to spell and make a complete sentence.</p> <p>3. Each time a student uses a capital letter, the teacher could briefly explain why a smaller letter was not used.</p> <p>4. Telling the children to put a period at the end of a sentence is important for the teacher to remember.</p> <p>5. Using the alphabet, primary children could write down words that begin with the individual letters then try to make a sentence using these words, guided by the teacher.</p> <p>6. The teacher writes daily on the board:</p> <p style="padding-left: 40px;">Today is Thursday. Tomorrow is Friday. Yesterday was Wednesday.</p> <p>Students and teacher read these together - then students repeat after the teacher, the names of the days of the week.</p> <p>Teacher writes other sentences on the board, using the days of the week. Students copy these.</p>		

WRITTEN LANGUAGE CAN BE CLOSELY CORRELATED WITH ORAL LANGUAGE AND WRITING. ANY ACTIVITY THAT WOULD INVOLVE WRITING, COULD BE CHECKED AND EVALUATED ALONG WITH THE WRITTEN LANGUAGE CLASS ACTIVITIES.

INSTRUCTIONAL
MATERIALS

EVALUATION

OBJECTIVE

ACTIVITIES

To develop good listening habits for effective learning.

1. Developing standards for listening.
(Oral discussion, bringing out:)
 - a. Be courteous, do not interrupt others
 - b. Pay attention to what the speaker is saying
 - c. Sit as quietly as possible - wait your turn
 - d. Speak softly and clearly
 - e. Do not disturb others by making unnecessary noises.
 - f. Teachers can hear only one student at a time. (Encourage students to remember this.)
2. The above six factors for a standard of listening can be made more meaningful through use of audio visual materials:

- a. Bulletin Boards on Listening(See sample on page 2)
- b. Films on effective listening

Bulletin Boards
Films - Audio-Visual
Department-School
Administration Office

To provide activities for the improvement of listening abilities through:

STORIES

1. Listening to stories told or read by the teacher:

- a. Draw pictures to show favorite part of the story.
- b. Students could draw stick figures on paper or the chalk board to show sequence of the story being read.
- c. Dramatizing story by students or puppets if available
- d. Develop pictures using the flannel board

Books-from Chaplin Library

Chalk, construction paper,
puppets, scissors, glue,
paper

SHARING IDEAS:

2. Sharing with classmates (Can correlate with Speaking.)

- a. Show and Tell - use of objects or hobbies
- b. Stories or poems used by the students to visualize pictures.
- c. Students could tell a story they memorized

OBJECTIVE

ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

See bibliography for listing of stories or poems that can be used to carry out these activities

GIVING REPORTS

3. Giving Reports:

- a. use of newspaper articles
- b. reports on favorite hobby
- c. activity or leisure time reports
- d. committee reports;
 - 1. student council
 - 2. school newspaper
 - 3. yearbook staff
- e. Making announcement reports from committees.

ASSEMBLIES

4. Listening During Assemblies:

- a. Importance of sitting quietly
- b. Watching your speaker will make listening more enjoyable
- c. Listen to your speaker
- d. Do your part if called upon

FILMS OR SPECIAL PROGRAMS

5. Film and T.V. Programs.

- a. A small discussion on film or program should be held before the students view the program.
- b. Listen for information
- c. Listen for new facts
- d. Develop questions for later discussion
- e. Oral or written test given afterwards will note their listening comprehension

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
MUSIC	<p>6. Records:</p> <ul style="list-style-type: none"> a. Listening to enjoy and appreciate the sound of music b. Responses can be noted through: <ul style="list-style-type: none"> 1. keeping rhythm 2. humming 3. knowing the melody - listening for specific instruments. 4. Dramatizing or dance to rhythm <p>(Classical records should be used with these children to develop an appreciation of the better things in life.)</p>		
DAILY PLANS	<p>7. Planning period:</p> <ul style="list-style-type: none"> a. Students should have a chance to plan some of the daily activities. b. Regular plans should be announced each day by the teacher 		
FOLLOWING DIRECTIONS	<p>8. Listening to and following directions:</p> <ul style="list-style-type: none"> a. Wise to begin with simple ideas - progress to more involved ideas. b. Students should feel free to ask questions if the assignment is not made clear. c. Teacher has a duty in giving instructions, making certain they are: <ul style="list-style-type: none"> 1. Clear 2. To the point 3. Each step understood d. Listening for rules in playing games during recreation period. 		
RELAY MESSAGES	<p>9. Transporting messages to: (Involves good listening)</p> <ul style="list-style-type: none"> a. other teachers b. student secretary c. parents d. others within the school 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
TELEPHONE CONVERSATIONS	<p>10. Telephone Conversations:</p> <ul style="list-style-type: none"> a. students must realize the sense of hearing is to be used entirely since they cannot see the other person. b. voice expression is important to listening 	Telephone kits from: School Administration Office Chaplin Special School Telephone Company	
SOUNDS AND VOICES	<p>11. Identifying sounds or voices</p> <ul style="list-style-type: none"> a. Environmental sounds <ul style="list-style-type: none"> 1. cough 2. warning signals 3. trains 4. fire bells 5. foot steps 6. scraping 7. breathing 8. heart beat 9. bird calls 10. animal noises 11. musical instruments b. Guess Who Game <ul style="list-style-type: none"> 1. Students cover eyes 2. Teacher appoints a student to speak a nursery rhyme or sentence 3. Students raise hands to guess who 4. One with correct answer is the speaker c. Fall Sounds - What They Mean <ul style="list-style-type: none"> 1. Crow cawing: I have some corn 2. Geese honking: This way to the South d. Weather Sounds <ul style="list-style-type: none"> 1. Clap of thunder 2. Crash of lightning 3. Wind blowing 4. Falling rain 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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e. Playground Sounds:

1. Talking
2. Screaming
3. Laughter
4. Banging of equipment - swings etc.

TEACHER EVALUATION OF STUDENT'S LISTENING HABITS.

In order for the teacher to properly evaluate the listening of her students, it is important to keep a listening record on each, recording information from time to time, under many circumstances. This could be placed on a card and kept in a file box.

This type of evaluation gives a teacher and a student an over-all picture of listening abilities that have been developed or those that need to be developed.

<u>OBJECTIVE</u>	<u>ACTIVITIES</u>	<u>INSTRUCTIONAL MATERIALS</u>	<u>EVALUATION</u>
"In situations calling for conversation, the teacher must learn to wait for the child's idea and accept each experience for what it means to the child." ¹			
To develop the appreciation for one's citizenship through speaking.	<p>Oral discussion of:</p> <ol style="list-style-type: none"> 1. Responsibility and behavior expected when attending class. 2. Situations where students can help each other. (make a large class schedule showing the daily schedule of each student in the homeroom) 3. Relationship of pupils with other personnel in the school building: <ol style="list-style-type: none"> a. school nurse b. custodian c. principal d. school clerk e. teachers 4. Duties and responsibilities of various school personnel. (use the list above) 5. Responsibility- what it means, why it is important to cultivate a sense of responsibility 	<p>Can be carried through Social Studies class, or during home room period.</p> <p>Bulletin Board to be used to further the thinking for this objective. (See the diagram at the completion of the activities for this objective.) Page 3</p> <p>Bulletin Board: "Circles of Friendship: School Helpers" (Listed at the end of this objective.-Page 4)</p> <p>Short sentences could be written about these people and the duties they perform. (Can be counted as writing credit.)</p> <p>Socio-drama depicting student's ideas.</p>	

1. Ingram, Christine P., Education of the Slow Learning Children, Second Edition, New York, Ronald Press, Pg. 274.

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

6. Behavior in different situations:
 - a. List class rules for different situations
 - b. Label pictures, depicting various kinds of behavior in different situations.

7. Factors to be considered in selecting a person to represent the class for:
 - a. Student Council
 - b. Yearbook Staff
 - c. Newspaper Staff
 - d. School queen or king

8. Responsibilities in being selected

9. What election means.

10. Parent's responsibility at election time:

11. Student's responsibilities at election time:
 - a. write names on the ballot
 - b. ballots could be made by students
 - c. students vote

12. Meaning of holidays and celebrations to us

13. Cooperating in the community celebrations of holidays
 - a. Reading: Students could read stories about holidays.
 - b. Share time: Students can tell how holidays are celebrated at their home.

14. Aspects of personality development which help us to be contributing citizens.

15. How to develop healthy personalities to become better citizens.

16. Importance of personal care to good citizenship.

These activities should be geared to the thinking ability of the class.

-Citizenship-

Illustrative Picture:
1. Shopping
2. Grocery Market
3. Church
4. Neighbors
5. Strangers

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Picture - showing good citizenship being practiced and developed at home

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Student Council - Classroom Activities - Playground - lunchroom - between and after classes

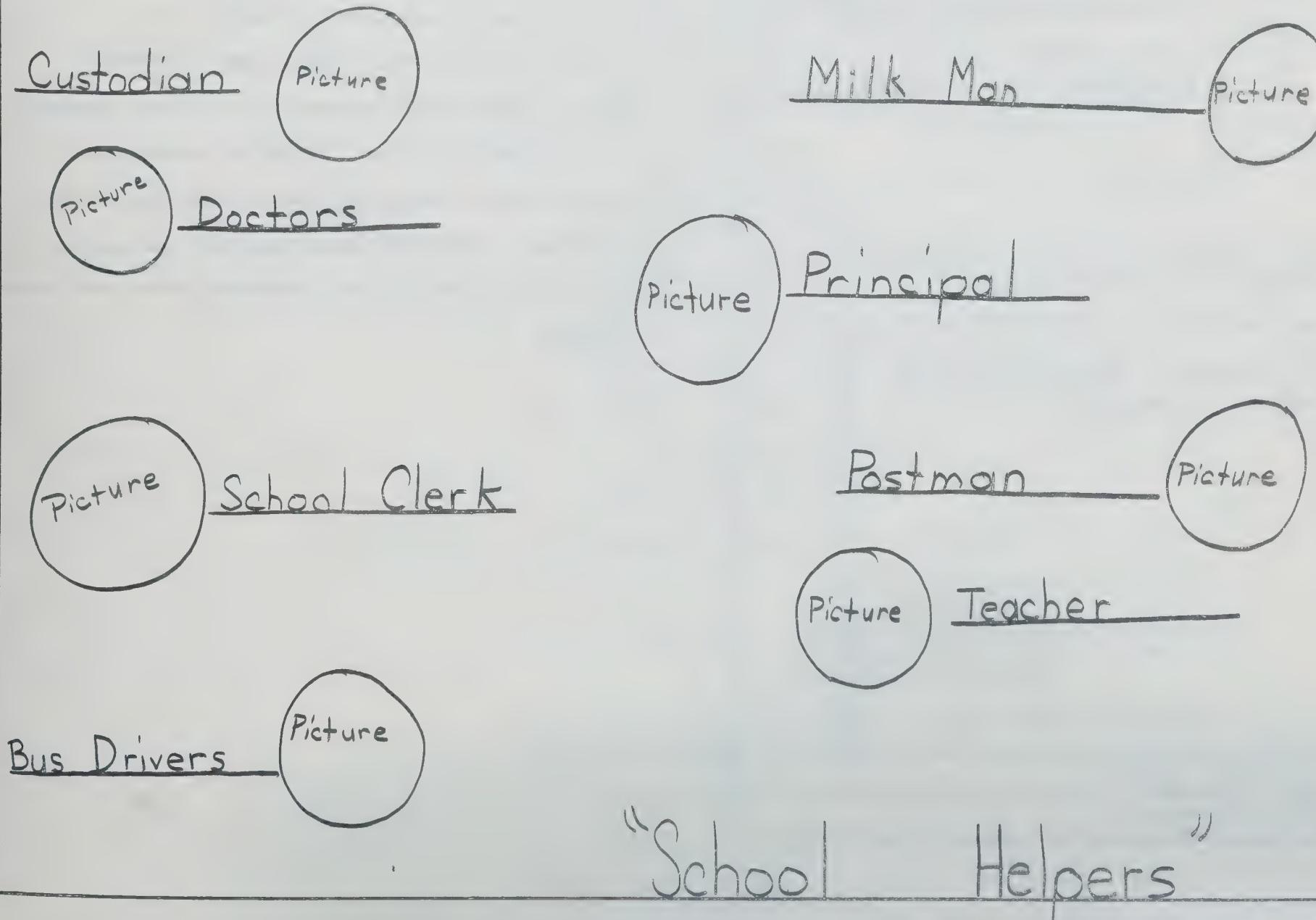
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Illustrative Pictures

In Action

During the Intermediate Speaking time, as each point is brought out in the oral discussion of the importance of citizenship, pictures could be added to this Bulletin Board, that would further show Citizenship in Action. Perhaps each student could add one important fact to this bulletin board. It might be wise for the teacher to keep a record of those who take part in this conversation. Those who remain quiet are the ones who probably need to develop better speaking habits and freedom in speaking.

Circles of Friendship



As each "school helper" is mentioned, and duties discussed, a picture of each could be put on the top of the colored circle, made out of construction paper. Each student should be encouraged to take part in this discussion

OBJECTIVE

ACTIVITIES

EVALUATION

To develop good speaking skills through group conversations.

1. Group conversation topics:
 - a. contribute suggestions for daily plans.
 - b. talk with others using kind voices.
 - c. share ideas - show and tell time
 - d. express unhappiness vocally instead of fighting or retreating
 - e. discussing questions directly

(2) 2. Telling stories and events in sequence

- a. relate happenings of a story read:
 1. flannel graph
 2. pictures
 3. chalk talks
- flannel graph boards
pictures
chalk talks - art instructor

3. Assume role of leadership:

- a. make announcements
- b. tell riddles or jokes

Have a general bulletin board marked: "Laugh for a Day". Each morning, a student could be responsible for putting the joke on the bulletin board.

(4) 4. Give news reports, or class reports

Bulletin Board - "Class Gazette"
As reports are given, they should be added to the bulletin board.

1. Make letters out of regular newspaper sheet
2. Cover the back of the bulletin board with newspaper.

(This should be assigned to a student for him to take care of.)

<u>OBJECTIVE</u>	<u>ACTIVITIES</u>	<u>INSTRUCTIONAL MATERIALS</u>	<u>EVALUATION</u>
	<p>5. Personal reports:</p> <ul style="list-style-type: none"> a. news about family b. news about friends c. news about things they own d. news about pets e. news about activities out of school f. news about books and pictures g. news about hobbies h. news about travels or vacations 		
Develop further speaking skills by the proper use of the telephone.	<p>1. Use of telephone:</p> <ul style="list-style-type: none"> a. Learn to dial and learn own number b. Use good phone manners. c. Know how much time to use in telephone conversations. d. Know tone of voices e. Answer promptly <p>2. Make a class telephone book. (Correlate with English class.)</p>	<p>Telephone kits received from:</p> <ul style="list-style-type: none"> a. Chaplin Special School b. Audio-Visual Department-School Administration Office <p>Bulletin Board - "The Telephone and You." (see Page 7)</p>	
To develop accuracy in speaking by Introducing Guests to the Class	<p>1. Introduce guests:</p> <ul style="list-style-type: none"> a. Introduce parent to teacher; teacher to parents 		

OBJECTIVE

ACTIVITIES

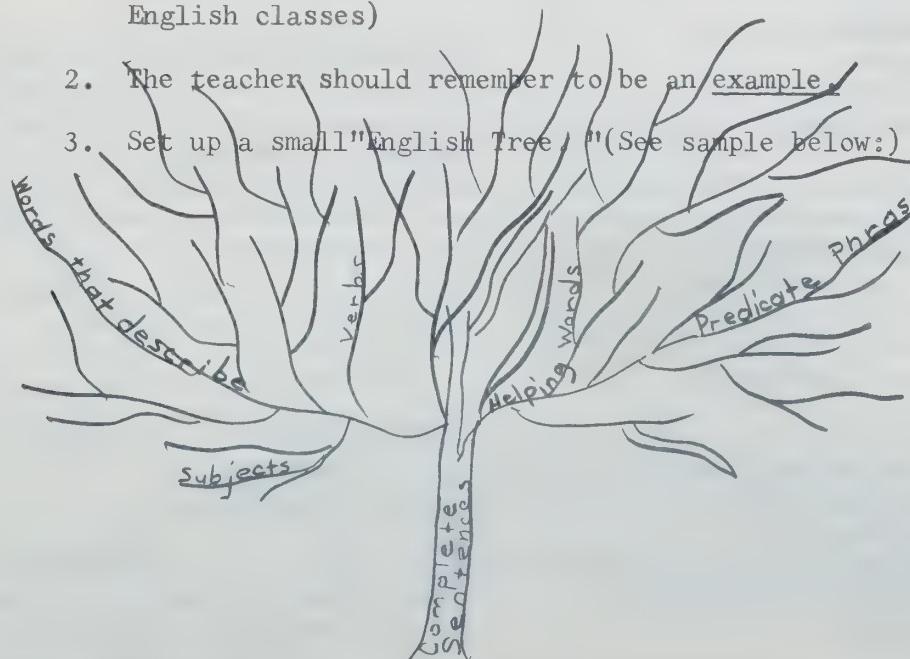
INSTRUCTIONAL MATERIALS

EVALUATION

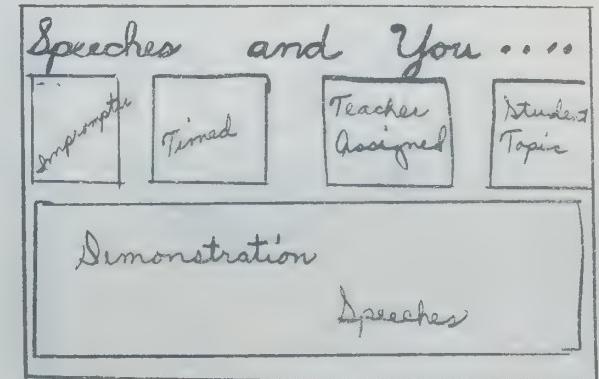
- b. Introduce parent to principal; principal to parents
- c. Introduce parents and friends at school occasion :
 - 1. Special programs: Christmas Spring Exhibit, Girl or Boy Scout meetings
 - 2. P.T.O.
- d. Acquaint new pupils with the school
 - 1. assign a big brother for a new boy
 - 2. assign a big sister for a new girl

To develop the use of complete sentences through speaking activities.

1. In all speaking activities, the teacher should always stress the importance of using complete sentences. (This can be further developed through English classes)
2. The teacher should remember to be an example.
3. Set up a small "English Tree." (See sample below:)



1. Stress that in speaking, we need to use complete sentences at all times.
2. Show, by use of tree, the many parts of a complete sentence. (Correlate very closely with English study.)
3. Tree can either be drawn on the blackboard, or three dimension-use of twigs, stuck in a can of gravel.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
Speaking skills to be developed through dramatization:	<ol style="list-style-type: none"> 1. Poems 2. Stories 3. Game—"What am I Doing?" <p style="margin-left: 40px;">a. A student dramatizes an activity. b. The class decided what he is doing. (Stress the use of complete sentences)</p>	The books to be used for these activities are listed in the bibliography.	
Regular speech classes to develop speaking skills	<ol style="list-style-type: none"> 1. One quarter, a regular speech class should be held <u>after</u> the students have had sufficient classroom activities to develop their speaking skills. 2. These speech classes should develop their knowledge of what a speech is and how it should be given. 3. Concrete speeches to be learned as: <ol style="list-style-type: none"> a. Impromptu Speeches <ol style="list-style-type: none"> 1. What they are 2. How they are to be given 3. Their importance b. Timed Speeches <ol style="list-style-type: none"> 1. Learn to "stick to the point". 2. Use only the necessary words. c. Teacher Assigned Topics <ol style="list-style-type: none"> 1. How to locate material 2. Presentation 3. Importance d. Student Selected Interests <ol style="list-style-type: none"> 1. Topic 2. Importance 3. Interesting-to the point e. Demonstration Speeches <ol style="list-style-type: none"> 1. What they are 2. How they can be given 3. Topic should be of interest to the student 	A Bulletin Board should be in view of all the students. As each "speech" is discussed, the name of the speech and the important facts could be listed on the Bulletin Board. Title: "Speeches and You."(See small sample below)	

HANDWRITING-INTERMEDIATE

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
<p>Handwriting is an individual skill and the performance will be varied. This is due to the fact that all children do not reach the maturation for handwriting at the same time.</p>			
To provide "thoughts for the teacher to remember"	<ol style="list-style-type: none"> 1. An educable mentally retarded child should have an extended program of readiness, depending upon his individual maturation. 2. This child needs a maturation level for writing that is approximately the same for reading. 3. To improve his skill, meaningful situations should be utilized. 4. Letters are usually learned in relation to the word. 5. The letters occurring most frequently are the first to be learned. 6. Children will gradually learn all the letters. 7. <u>No attempt</u> should be made to change the left-handed student. 		
To determine the student's readiness for writing.	<p>The following accomplishments should be made before starting the beginning handwriting skills:</p> <ol style="list-style-type: none"> a. The student should be able to hold a pencil, chalk or crayon successfully and comfortably. b. The copying of geometric forms such as ovals, circles and other curved lines should be accomplished. c. The student should show a <u>personal desire</u> to write. This perhaps could be counted as being more important than <u>a</u> or <u>b</u> above. d. The student should be able to begin drawing 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To create an atmosphere of permissiveness, to relax the student, and allow them freedom from tensions.	<p>a circle or square, look away, and return to the approximate starting point.</p> <ol style="list-style-type: none"> 1. Display manuscript and cursive wall charts, preferably above the blackboard. 2. Children should trace the form of the letter they are studying in the air. <ol style="list-style-type: none"> a. This provides more freedom and helps to relax their muscles and thoughts about writing. b. The teacher would be an example, by showing them how to trace the letter. 3. The next step to follow is to <u>review</u> with the students, the correct writing posture and placement of their paper as taught them in the primary grades. <ol style="list-style-type: none"> a. Explain that the writing posture and placement of the paper is the same as for writing as they were taught for manuscript. b. Review the proper steps-one-by-one by oral discussion with the class. <ol style="list-style-type: none"> 1. Write their answers on the board. 2. Encourage each to present their ideas. c. Present the proper procedures step by step, as was presented in the primary grades: <ol style="list-style-type: none"> 1. Sit up tall, feet flat on the floor. 2. Paper should be placed in front of the student - slanted according to each. 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	3. Hold pencil between thumb and second finger. Rest your first finger on top of the pencil. Rest your hand on the side. Hold the pencil where the sharpening begins.		
To write letters on the blackboard.		Large pencils Correctly spaced paper	
	1. The presentation of written letters should be the same as was used to present the manuscript letters. (These are presented one at a time, or according to the student's ability to comprehend)		
	2. The form of presentation: (This is only a sample form of presentation, according to the ease at which each are made. THE ACTUAL PRESENTATION OF COURSE, IS LEFT UP TO THE TEACHER'S JUDGMENT.)		
	L F T H A E U I M V W X D P B R J Y C G O Q S K Z		
	3. In presenting these letters, it is wise for the teacher to remember that in teaching cursive writing, it is important to:		
	a. Work in small groups b. Include only those students who are "ready". c. When one student has correctly made a letter form, he should be moved to the next letter.		
	4. Include time for writing lessons with those who are still learning the proper way to make manuscript letters.		

OBJECTIVE

ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

To provide a general plan as to how to teach making capital letters.

5. Some authorities feel that the writing of letters in the air or the tracing of letters should not be taught. However, any method that will help the educable mentally retarded child to learn, is to be considered a good method.

A SUGGESTED TEACHING PLAN

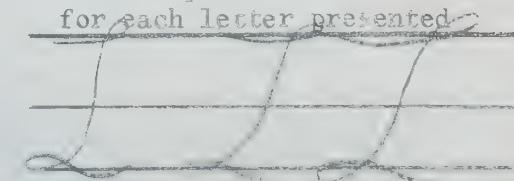
1. Tracing letters in the air:
(Example - L)

1. The teacher traces the letter in the air.
2. Students trace letter in the air. (Teacher notices those who have trouble.)
3. Teacher traces letter in the air again.
4. Teacher and students trace the letter in the air.
5. Teacher traces the letter on paper, using her finger.
6. students trace letter on the paper.
7. Teacher and students trace letters on paper together.
8. Teacher writes letter on the board, talking as she writes:

- a. "Our letter "L" is an easy letter to make. Put your pencil to the top of the line, make a loop to the right under and above the line, come straight down - touch the bottom line, make a loup to the left - curve down and out. Now we have an "L".

- b. Teacher repeats the procedure as many times as needed, each time, giving an oral explanation of her movements.

Ditto seat work for further practice for each letter presented



OBJECTIVE

ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

9. Students write letter on the board - teacher repeats oral procedure as she did for herself. (Perhaps two students at a time, then the teacher can "jot down notes" on each.)

10. Students write letter many times.

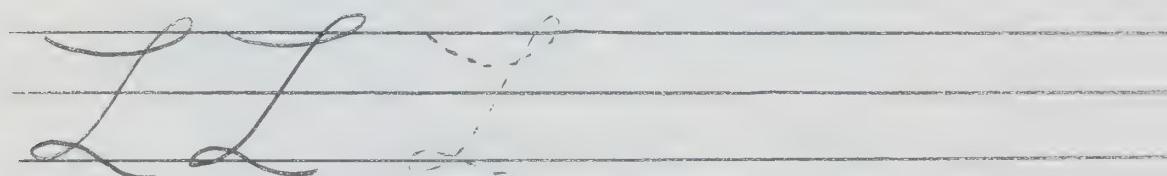
11. Students write letter on their paper. Teacher gives individual instruction and help when needed.

12. Teacher provides a guide sheet for each letter being studied. This is given only to those who need extra guidance:

MEMOGRAPHED SHEETS



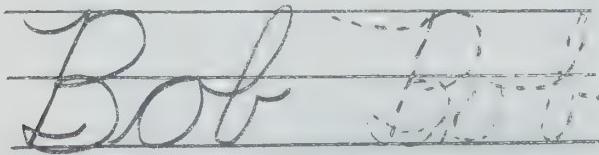
SHEET # 1



SHEET # 2

- a. Students trace the broken lines - making a capital "L" (Sheet # 1)
- b. Next line gives an example, students to complete the line. (Sheet # 2)
- c. Next line, students should make an "L" without the aid of broken lines etc.
- d. Student and teacher evaluate - student taking the lead
- e. Paper is displayed in class.
- f. Student should not be allowed to go to another letter if the previous letter hasn't been mastered.

THIS SAME PROCEDURE COULD BE USED IN TEACHING THE CORRECT FORM OF SMALL LETTERS.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
Learning to write one's own name.	<ol style="list-style-type: none"> 1. This will be the goal of many of the students. 2. They should not be allowed to write their name if the teacher feels they aren't capable of doing it. 3. Through the presentation of letters, the teacher could present those letters that appear in their names before presenting all the others. 		
To provide a general form of presentation of written names of children.	<ol style="list-style-type: none"> 1. Teacher writes their names on the board. 2. Teacher points out each name to the students. 3. Each student identifies own name. 4. Tracing method: <ol style="list-style-type: none"> a. in the air b. on paper c. on the blackboard d. on own paper - tracing broken lines in writing name - then own ability used. 5. Teacher reminds the students as they write or trace their name, that in cursive writing letters are formed or connected together. Example: <p style="text-align: center;"></p> <ol style="list-style-type: none"> 6. The student uses this method as long as he needs further guidance, help and practice. 7. As soon as they have learned to write their name, they could be allowed to take the manuscript name card off their desk and put up their cursive name card. 8. Papers should be displayed in the room. 	WRITING BULLETIN BOARD	

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To provide activities for further learning	<ol style="list-style-type: none">1. The showing of slides, film strips, or movies on correct writing procedures should be of some value.2. Teach at the beginning, the left-to-right progression through writing practice - this same left-to-write progression is used in Reading.3. When a student has completed another assignment, arrived to school early, waiting on a bus, etc., the teacher should make available ditto practice sheets for further writing practice.	Write to the Parker Pen Company for a free booklet of films that can be used for this purpose.	Contact the Audio-Visual Department - School Administration Office.
To provide extended handwriting activities	<ol style="list-style-type: none">1. Continuing to teach good posture and the correct placement of the paper.2. Continue to teach correct letter form, size, spacing and alignment. (This was stressed in the primary grades.3. Continue to create situations to utilize handwriting in a more meaningful way.<ol style="list-style-type: none">a. Friendly letters (short and to the point.)b. Thank you notesc. Get Well Cards or lettersd. Birthday Wishese. Labeling -personal belongingsf. Chart writingg. Class dictionariesh. Word dictionaries4. Developing meaning of letters and their relationship to words.5. With those children who lack the coordination to make letters correctly - accuracy and neatness should be stressed as much as those who do much better.		
To make available advanced handwriting Activities for Intermediate II.	<ol style="list-style-type: none">1. Posture, neatness and accuracy should be emphasized at all times.2. Margins and their purpose should be reviewed.		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	<ol style="list-style-type: none">3. Titles, Spacing - to be reviewed4. Cursive and manuscript wall strips should be displayed.5. Proper letter forms, spacing, letter size etc. these should be emphasized at all times.6. Continue letter writing7. Writing of short stories-part of language8. Recopying stories from board brings about further writing practice, etc.9. Neatness and accuracy in writing - very important in all subjects. Messy papers should not be accepted.10. Allowing students to copy short paragraphs from a favorite text book could serve as one of their writing lessons.11. Writing to music proves to be quite rewarding		

(ALL IDEAS AND SUGGESTIONS IN THIS GUIDE ARE NOT NECESSARILY THOSE THAT THE TEACHER HAS TO FOLLOW.)

WRITTEN LANGUAGE-INTERMEDIATE

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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To learn what the "subject" of a sentence is and how to find the subject in a sentence.

1. Oral Discussion:

- a. Put sentences on the board, with one subject in each.
- b. Read sentence by sentence to the entire class.
- c. Ask them who or what you are talking about in each sentence.
- d. The subject is easily found by asking "who" or "what" you are talking about.

2. Give sentences orally such as:

- a. The dog is big. Without saying, what or who are you talking about, ask: What is your subject.
- b. Have individual students give a sentence and tell their subject.
- c. After successful completion of the activities above, ask: what is a subject of a sentence? Students should learn to reply that it is the main thing or object being talked about.
- d. Sentence game: Present a sentence like: "The _____ went quack quack." From the sound or clue given in the sentence, the students supply the subject.

- 1. Chalk and chalkboard
- 2. Paper charts and markers
- 3. Memographed study sheets:

- a. complete sentences - students underline the subjects.
- b. Sentences lacking a subject - students provide a subject to make the sentence complete.
- c. "Mixed-up" sentences where the student puts the sentence in proper order-then underlines the subject.
- d. Complete sentences with the subjects underlined. The students use this subject in another complete sentence.
- e. Pictures - students write a sentence about the picture; underlines the subject.
- f. Use the week's spelling list- students write sentences using these words, then underlines the subject in each sentence

To learn what the "predicate phrase" is and its importance to a complete sentence.

1. Oral discussion:

- a. Write sentences on the board, underline the subject in each.
- b. Ask: What does your sentence tell you about the subject? This is your predicate phrase.

OBJECTIVE

ACTIVITIES

INSTRUCTIONAL MATERIALS

EVALUATION

EXAMPLE:

"The dog jumped over the fence."

Dog is your subject.
 jumped over the fence is your
 "predicate phrase" - it tells you
 more about your subject.

- c. Give sentences orally, mentioning only the subject, having the students complete the sentence by adding the predicate phrase.
- d. Orally, ask students to pronounce a word that shows action - or something someone did.

EXAMPLE: jumped

- e. Have another student give the name of a student.

EXAMPLE: James

- f. Have another student make a complete sentence by using these two words.

EXAMPLE: James jumped over the fence.

- g. Ask a student to underline the subject.
- h. Ask a student to circle the predicate phrase.

The exercises listed above, used to explain the "predicate phrase" teaches much:

- a. Explains what a "predicate phrase" is and shows its importance to a complete sentence.
- b. Review the location of the subject in a sentence

SAME TYPE OF ACTIVITY SHEETS AS LISTED ON PAGE # 1

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	<ul style="list-style-type: none"> c. Helps and provides further activities for the students to develop good listening habits. d. Involves the participation of many students to complete the oral review. e. Causes students to listen and apply what they hear, to come up with an answer. 		
Activities that can be used to strengthen students's learning of the subject and predicate phrase of complete sentences.	<ol style="list-style-type: none"> 1. Look at pictures in magazines and make up a sentence about what is seen. a. Underline the subject b. Circle the predicate phrase 2. Using magazines or newspapers, read short sentences and underline your subject and circle the predicate phrase 3. Ask students what they like to do for fun. <p>EXAMPLES: read, swim, ride horses, play, draw, sing, dance, play games, color</p> <ol style="list-style-type: none"> 4. Have students make up complete sentences, underlining their subject and circle their predicate phrase. 5. Using letters of the alphabet, have students make up subjects and predicates - then use these words to form complete sentences: EXAMPLE: 	Newspapers Pictures Magazines	
To develop complete understanding as to why a sentence needs a subject and a predicate phrase to make it a complete sentence.	<p>S: <u>Sue</u> <u>Swim</u></p> <p>Sue <u>went swimming with her friends.</u></p> <ol style="list-style-type: none"> 6. By using their family and themselves, students can form complete sentences, using a good subject and predicate phrase. <ol style="list-style-type: none"> 1. Review what a subject is and how it is found in a sentence. 2. Review what a predicate phrase is and how it is found in a sentncece. 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
Reviewing the importance of a period at the end of complete sentences.	<p>To introduce the possibility of sentences having more than one subject.</p> <p>3. Introduce at this time, that a sentence expresses a <u>complete thought</u>. The subject means very little if we do not know what the subject is doing. The predicate phrase is useless unless we know to whom, or what it applies.</p> <p>4. Students can give orally, complete sentences and explain why it was complete.</p> <p>5. Write complete sentences on the board along with those that are not complete sentences. Have the students to cross out those sentences that are not complete: EXAMPLE:</p> <ul style="list-style-type: none"> 1. The girls sang a song. 2. The bird flew high. 3. The boys 4. Girls sing 5. Rain falls to the <p>(During this type of exercise, mention that a period follows every complete sentence, and when a period or other punctuation marks are not at the end, this tells them the sentence is not complete.</p> <p>1. The boys and girls sang well.</p> <ol style="list-style-type: none"> a. write this sentence on the board. b. Ask what or who is being talked about. c. Ask what these two words are called. <p>2. Ask what the word <u>compound</u> means. Answer: more than one. Therefore, a sentence can have a compound subject.</p> <ol style="list-style-type: none"> a. Write many of these sentences on the board and have the students follow the procedure as before, underline subjects; circle predicate phrases. b. Ditto sheets should be used using same idea as in "a" 		

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

To introduce the possibility of having compound predicate phrases in sentences.

Using the same procedure as used in showing the possibility of compound subjects, show that there can be compound predicate phrases in a sentence.

EXAMPLE: The boys danced and sang some songs.

BEFORE ADVANCING TO THE NEXT PHASE OF WRITTEN LANGUAGE-STUDENTS SHOULD HAVE A COMPLETE KNOWLEDGE OF COMPLETE SENTENCES AND HOW TO RECOGNIZE AND WRITE THEM.

To introduce the use of capital letters with people's names

1. Have students come forth and write their name on the blackboard. (Notice how many use capital letters.)
2. The teacher writes her name twice. Once with capital letters and one without.
3. Ask class what the difference is in the two.
4. Emphasize here, the importance of using capital letters when referring to a person's name.
5. Provide ditto sheets for homework and class work, listing sentences and having students put the capital letter where it is needed.

To teach the use of capital letters when writing one's own address : street-avenue,city,state.

1. Each student would give their address orally.
2. Tell what should have a capital letter and why.
3. Write some of the addresses on the board and show the class what is capitalized.
4. Provide addresses for them to correct the use of capital letters.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To provide further experiences in helping students to follow written directions.	<p>1. The following type of mimeographed sheet could be used:</p> <p>a. Below are five names of girls. Put a capital letter where it is needed:</p> <p>Jill, jane, Betty ,sue mary, Pat</p> <p>b. Here are parts of addresses. Put capital letters where they are needed:</p> <p>482 Monroe street, 612 first avenue,</p> <p>456 west Fifth Street, 567 hynds</p> <p>c. Use capitals where they are needed:</p> <p>cheyenne, Denver, Laramie, rawlins, torrington, greeley.</p> <p>d. We use capital letters when referring to states. Put capital letters where they are needed:</p> <p>Wyoming, california, Colorado, nebraska, kansas, oklahoma, arizona</p> <p>After the first written exercise in the use of capital letters, the use of complete sentences will determine to a greater degree, the student's ability to use capital letters. EXAMPLE: Below are four sentences. Put capital letters where they are needed:</p> <p>1. Where does mary live? 2. martha is downtown. 3. Joan was born in Cheyenne. 4. The dog is lost.</p>		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To introduce the use of a capital letter at the beginning of every sentence.	<p>(The third type of written exercises should be a mixture of sentences such as:</p> <ol style="list-style-type: none"> 1. Did you know Mary lived in cheyenne, wyoming? 2. jill was born at 4331 South fifth avenue in denver, colorado. <p>Oral discussion - use a sentence given by a student. The sentence can be written on the board: there are five girls in our room.</p> <p>A mimeographed study sheet is to be used, stressing and making stronger the correct use of a capital letter at the beginning of every sentence.</p> <p>Using the above sample sentence, ask the students to look at the sentence and see if they find something wrong.</p> <p>The correction should be made on the blackboard.</p> <p>After the students have been exposed to the idea of using a period at the beginning of the sentence, provide working sheets similar to the board work that was done orally. This can be homework and class work practice.</p>		
To introduce the use of a capital letter when referring to months of the year.	<p>Oral discussion:</p> <ol style="list-style-type: none"> a. Students give the names of the months in order. b. These are written on the board as they are given. c. Students are asked: What do these names of the months of the year have in common? 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To introduce the use of a capital letter when writing the days of the week.	<p>How do they look alike? They should recognize the capital letter at the beginning of each word.</p> <p>2. Students write on the board, the month they were born. This gives them further practice in writing capital letters when using the name of a month. EXAMPLE Her birthday is in march. july 4 is a holiday. I am going to California in august.</p> <p>3. Students correct such sentences that are written on the board.</p> <p>4. Follow this with homework and class assignments.</p> <p>5. A review test over the use of capital letters as studied thus far should include such sentences as:</p> <ul style="list-style-type: none"> 1. She lives on henderson drive in Cheyenne. 2. there are many people absent. 3. mary and jane were born in july. 4. we will move to colorado in may. <p>1. Oral questions as:</p> <ul style="list-style-type: none"> a. What day was yesterday? b. What day will tomorrow be? c. What is the day today? d. What is the first day of the week? <p>2. These questions bring about the name of the day of the week. As they are given, they are written on the board.</p>		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
Introduce the use of a capital letter when referring to "I".	<p>3. The question: "What one thing do they have in common?" will bring about the recognition of the capital letters at the beginning of each.</p> <p>4. Mimeo graphed study sheets will further strengthen the pupils idea of the capital letter. This can be used as homework, class assignments, or make-up work.</p> <p>1. Ask: When the word I is used, to whom does this refer?</p> <p>2. "I" refers to yourself - we capitalize our names, so, we capitalize I <u>always</u>, regardless of where it is located in the sentence.</p> <p>3. A mimeographed sheet will give further practice when using a capital letter with "I". EXAMPLE:</p> <ul style="list-style-type: none"> a. She and i went to the show. b. The girls and i went home. c. She said i was invited to the party. d. i live in an apartment. 		
To teach the use of capital letters when referring to a special holiday.	<p>1. Oral discussion.</p> <ul style="list-style-type: none"> a. Students can name their favorite holiday. b. Have them observe that each begins with a capital letter. c. Have sentences written on the board, using the names of holidays. <p>2. Students can take a magazine or newspaper and underline every capital letter they see. Be able to tell why a capital letter was used.</p>	DITTO SHEETS TO CARRY OUT THESE STUDIES AND ACTIVITIES.	

<u>OBJECTIVE</u>	<u>ACTIVITIES</u>	<u>INSTRUCTIONAL MATERIALS</u>	<u>EVALUATION</u>
To teach the use of a capital letter when using titles and initials.	By this time, students will be familiar with the general use of the capital letter. Tell students that capital letters are also used with titles and initials. Illustrate the point by writing such items on the blackboard and pointing out the capital letters. Ask students for sentences using titles and initials.	Write these sentences on the blackboard and have the students correct the sentences, by adding capital letters where they belong. Further ditto sheets will strengthen their concept of the many uses of capital letters.	
To teach the proper use of the question mark.	Refer to the unit on telling and asking sentences. Ask students for sentences. Write the sentences on the blackboard. Omit the punctuation at the end and have students add this. They decide if the sentence is a "question" if so, they will use the question mark.	Ditto sheets to be used to further strengthen this idea.	
To teach the friendly letter.	Oral discussion as to what the students think a friendly letter is. Points to be brought out:		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To teach the importance of the Business Letter.	To carry out these lessons dealing with teaching the parts and importance of the friendly letter and the business letter, REFER TO THE ADVANCED WRITTEN LANGUAGE GUIDE. FOLLOW THE SAME TYPE OF SCHEDULE AS LISTED FOR THE ADVANCED GROUP. IT MIGHT BE THAT WITH THE INTERMEDIATE GROUP THE LESSONS WILL HAVE TO BE SHORTENED AND CARRIED THROUGH MORE SLOWLY.		

LISTENING ADVANCED

"Teachers have always felt a deep responsibility for teaching a child to read well, but have done little to train him to be an effective listener. Research that is now barely beginning in the area of listening, has already revealed that crucial needs for listening grow in number and intensity as the child proceeds through school and that specific training is needed. The act of just listening does not teach a child to listen effectively. He must have carefully planned instruction."

Suggestions for developing more effective listening in all areas

1. Provide a classroom atmosphere conducive to listening: relaxed, comfortable, quiet. Have young children sit close to the speaker. Have young children pay close attention to what is being said.
2. Take advantage of the opportunities for listening that arise throughout the day.
3. Be sure that children sense a purpose for listening and that the purpose is suitable to the occasion and the materials. A different kind of thinking is called for in casual listening for enjoyment, in thoughtful listening to find answers to already verbalized questions, and in critical thinking to find flaws in an argument.
4. Lead the pupils to expect meaning whenever they listen and encourage them to ask questions if they do not understand what they have just heard. Encourage an attitude of mental curiosity.
5. Prepare pupils for what they are about to hear by recalling related familiar materials, by developing new vocabulary, needed for their listening, and by stimulating questions and a feeling of anticipation.
6. Have the pupils anticipate that they will make use, or a meaningful interpretation, of the material soon after they have heard them.
7. Suit the occasion and the materials to the maturity of the children; their span of attention, before interests their capacity to understand, the relation to previous experiences.
8. Guide the older girls and boys in an evaluation of what they hear; sensitize them to the tricks in the demagogue's trade in which gestures, facial expression, inflections of the voice, and other emotional appeals are used to distract half-truth and false claims.
9. Set up occasions in which the pupils purposefully reproduce what they have heard—either orally, for a review, explanation to those who have not heard the original production, and the like.
10. Help the children to set up standards for effective listening so that they will know when they should listen, what should engage their attention, and how they can listen well.

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

To inform and discuss factors that influence listening.

1. Oral Discussion:

a. What helps you listen?

1. Students will mention those factors he is aware of.
2. These should be written on the blackboard.

b. What keeps you from listening?

2. Present the three main factors important to listening - one at a time and discuss:

(The main objective here would not be to teach and require the students to remember these facts, but to make them aware of the importance of listening and what is involved.)

a. Physical Factors:

1. Hard of hearing
2. Fatigue - being tired
3. Environment
 - a. Room too warm, humid, or chilly
 - b. Distracting noises
 - c. People in the room causing disturbances.
 - d. Speaker - voice and actions

b. Psychological Factors:

1. Attitudes
2. Improper personal attitudes toward school, teacher, speaker

c. Experiential

1. Lack of interest
2. Listening vocabulary - can't hear ideas that are beyond their understanding.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To study the kinds of listening	<p>Just as there are different factors to listening, there are different kinds of listening.</p> <p>a. Conversational and courteous listening. talking about matters all are interested in and listen to one another in order to answer</p> <p>b. Secondary listening. Writing letters and listening to music in the background</p> <p>c. Creative listening. Listening to music or a story being told, or a speaker, and imagining in your mind what you hear.</p> <p>d. Exploratory listening. Mind is alerted to find matters of new interest or additional information</p> <p>e. Interrogative listening. Follows the asking of questions</p> <p>f. Intent listening Definite purpose to catch items of information</p> <p>g. Critical listening Trying to determine if speaker is correct</p> <p>Listening is not a subject in itself. This activity can be developed through every subject area in school.</p>		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To develop the ability to listen to oral directions - then carry them out.	<ol style="list-style-type: none">1. Oral directions can be given for any subject.2. Teacher will know if the student listened, by seeing if he carried through with the directions3. Importance of remembering oral directions		
Develop ability to listen	<ol style="list-style-type: none">1. Participating in oral reading situations as:<ol style="list-style-type: none">a. listenerb. reader2. Carrying out several simple requests given simultaneously		
Listening to find important facts	<ol style="list-style-type: none">1. Stories read orally, then students to be given an oral test over the story.2. Evaluating and reporting on oral discussions.3. Listening to musical records to find:<ol style="list-style-type: none">a. # of instruments used in the recordb. certain instrumentsc. # of string instruments you hear		
Developing listening and speaking skills together	Debate should be given - other students listen and be ready to carry through the debate from what they had heard.		
Additional activities to develop one's ability to develop good listening habits.	<ol style="list-style-type: none">1. Reports2. Conversation & telephoning3. Discussions - any subject or area of school life4. Directions and announcements5. Storytelling and dramatics6. Poetry and choral speaking		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	<ul style="list-style-type: none">7. Oral reading8. Listening to Music9. Introductions10. Programs and assemblies11. Listening to the radio in school12. Recordings and transcriptions13. Sound films14. Creative listening15. Sounds around us		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To Advance One's Ability to Speak	<ol style="list-style-type: none">1. Informal Discussion<ol style="list-style-type: none">a. Discuss current news eventsb. Ways to apply for a jobc. Behavior and manners:<ol style="list-style-type: none">1. train2. bus3. movie4. parties5. dancesd. Good groominge. Health hintsf. Rules and regulations for certain jobsg. Telephone courtesyh. Correct usage of English and Speech		
Develop One's Self Expression. Through Dramatization	<ol style="list-style-type: none">2. Something each plans to do3. Asking for a job4. Social Situations - dances, parties5. Problems involving the family or friends		
Self-Expression Developed Through Action by Using Dialogue	<ol style="list-style-type: none">1. Making calls - doctors, dentists, hospital, police stations, fire station2. Opening a bank account3. Applying for a job4. Ordering tickets for show, sports events, plays5. Making reservations - hotel, plane-train6. Introducing People - Correct English usage		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To Develop the Ability to Express Self Before a Group of People	<ol style="list-style-type: none">1. Give demonstration speeches on topics chosen by each student<ol style="list-style-type: none">a. "How to bake a cake."b. "The Proper Way to Brush Your Hair."c. "How to tool leather."d. "How to take care of Pigeons."2. Timed speeches to be given over such subjects as:<ol style="list-style-type: none">a. Why I Think Lincoln Was an Important Person.b. What My School Has Done for Mec. Why I Want to be _____.3. Timed Informative Speeches:<ol style="list-style-type: none">a. Familyb. Community Affairsc. Future Plansd. Famous Peoplee. Newspaper Articlef. Magazine Storyg. News Article		
To improve the speaking voice by use of a tape recorder	<ol style="list-style-type: none">1. The use of the tape recorder will bring about much success. Tape Recorder<ol style="list-style-type: none">a. Help students to express themselvesb. Develop confidence in those students who need it.2. Tape recorder can be used:<ol style="list-style-type: none">a. Individuallyb. Group Conversationc. Practice for Speeches		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
Further the development of speaking skills by giving oral reviews	<ul style="list-style-type: none"> d. Conversation between two people e. Reading from a text f. Reciting poetry g. Telling rhymes and riddles h. Singing - individual - group <p>1. Reviews of:</p> <ul style="list-style-type: none"> a. movie b. book c. magazine or newspaper article d. speaker - heard e. conversation f. panel committee 		
Use of telephone to further one's speaking skills and phone manners.	<p>Speaking</p> <ul style="list-style-type: none"> a. Telephoning - requesting specific information b. Speaking so that other party can hear and understand c. Be polite d. Use a pleasing, well controlled voice. 	Telephone kit from Chaplin School, or Audio-Visual Department - School Administration Office	
Giving actual speeches for school functions	<ul style="list-style-type: none"> 1. Welcoming guest speaker to class 2. Giving a thank you speech 3. Introducing people 4. Giving reports of committees 		
Learning to omit the use of words that would hinder speaking	<p>Oral discussion, explaining the following and showing why each should be omitted :</p> <p>slang foreignisms colloquialisms</p>		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
Further speaking skills by participating in plays whenever possible.	Plays may be given by: <ol style="list-style-type: none">1. English Department2. School Social Club3. Student Council4. Newspaper Staff5. Yearbook Staff		
Student evaluation - to develop confidence in one's ability to speak.	<ol style="list-style-type: none">1. Ask each student to tell one of their weak points in speaking.<ol style="list-style-type: none">a. Give each constructive ideas as to how this weak point can be improvedb. Show an interest in each student and each weak point.		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To teach accurate spelling through the five steps in learning to spell a word.	<ol style="list-style-type: none"> 1. Look up the word in a dictionary <ol style="list-style-type: none"> a. Pronounce the word-saying it syllable by syllable. (a syllable is part of a word.) b. Learn the meaning of the word 2. See the word: <ol style="list-style-type: none"> a. see it in syllables b. see the letters c. say the letters one after another 3. Close eyes and spell word 4. Study the word again - write it 5. Cover the word and write it <ol style="list-style-type: none"> a. check your spelling b. if not correct, rewrite 	Chart listing these 5 steps	
To help students gain a better understanding of the origin of words.	<ol style="list-style-type: none"> 1. Hold oral class discussions of the origins of words: <ol style="list-style-type: none"> a. Will show how English words and spelling was brought about b. Discuss little stories behind each word 2. Use dictionary to find: <ol style="list-style-type: none"> a. origin b. language from which the word comes c. the story of its coining d. shows the root to which suffixes and prefixes are added 		
To teach spelling as a functional word.	<ol style="list-style-type: none"> 1. Teaching the spelling of grocery words such as: <ul style="list-style-type: none"> quart dozen bread milk butter pink potatoes meat cereal flour sugar 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	2. School subject words:		
	Arithmetic Language Spelling Health Physical Education Shop Leather Class Reading		
	3. Sports words		
	softball baseball basketball football tennis skiing ice skating swim		
	4. Menu words:		
	chicken steak beef sandwich milk luncheon salad		
	5. School words:		
	students teacher desks chair homework blackboard office room		

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

6. Occupational words:

hour
money
dishes
cups
hair
paper
house
baby
wood
cabinet
hammer
tool

7. Vacation experience words

vacation
drove
motel
automobile
resort
mountains
valley

To learn correct spelling through spelling games

1. Written Spelling Bee

- a. Class is divided into 2 groups:
 - 1. Spellers
 - 2. Proofreaders
- b. Teacher pronounces word
- c. First member of the Speller Team writes the word on the board
- d. First member of the Proofreader Team must say if the word is correct or misspelled. If he says the word is misspelled, he goes to the board and writes the word.
- e. The next speller and proofreader do same
 - 1. A speller who misspells a word is out of the game.

OBJECTIVE

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EVALUATION

2. A proofreader who fails to catch an error, or misspell word is out of the game.
3. When this happens, the teacher spells the word and goes to the next one.
4. The misspelled word may be used later for spelling
5. 2nd round, teams change sides
6. When the match ends, team with the most left are the winners
7. During the game, students keep seated until called on to participate

The Dictionary Game:

1. Class is divided into two teams
 2. Two chairs are placed in the front of the class, with a dictionary on each
 3. Word is given.
 4. Contestants look for word in dictionary
 - a. First to rise, spell the word, give one easy definition - wins
 - b. Team with the most points wins.
- 2 dictionaries

(If this is used to review words and practice words familiar to the students, a time limit may be set in which to find the word before the next two students are given a chance. If a list of new, unfamiliar words is used, the teacher may need to pronounce the word, and spell the word.

OBJECTIVE

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EVALUATION

Any technique in spelling, or word list used in a spelling assignment is more effective if it is FUNCTIONAL

Misspelled words taken from writing assignments may often be used as the basis of spelling lists.

The words misspelled may indicate that the student does not understand its meaning or its use in the sentence structure.

Sometimes, spelling words may be used in preparation for written work.

There could be individual sentences written for each spelling word. This would give each a better understanding of each word.

THE SPELLING LIST FOR THIS GROUP IS TO BE DETERMINED BY THE TEACHER. THOSE WORDS PRESENTED IN THIS GUIDE ARE ONLY A SAMPLE LIST.

Group work in spelling proves to be quite rewarding—good spellers advance and the poorer spellers are given words they can master.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
The over all objective for writing with reference to the educable mentally retarded student is to encourage the <u>improvement</u> of their writing skills.			
To review the <u>purposes</u> of writing	<ol style="list-style-type: none">1. To fulfill this objective, an oral discussion of the following would suffice:<ol style="list-style-type: none">a. T: When you look at someone else's writing, for what do you look? (Main thoughts that should be brought out, either by the students or teacher:<ol style="list-style-type: none">1. <u>legibility</u>-easy to read; all letters are made clearly2. <u>neatness</u>-taking the necessary time to do it well; correct erasing habits should be used3. <u>Correct placement</u>-of the writing on the sheet of paper-margins, etc.4. Proper use of the correct shade of lead pencil-easy to read. b. T: Now that we know what <u>we</u> look for in other people's writing, what do you think they will look for when they see <u>our</u> writing? (Main thoughts brought out here should be the same as for # "a" above.		

To develop a purpose for a general THIS METHOD OF REVIEW IS GOOD FOR MANY REASONS:
review of writing habits.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	<p>1. It helps others to pay special attention to the writing of other people.</p> <p>2. The students, more or less, <u>evaluate</u> their own writing, even though they are using someone else's as an example. The things they notice will usually be the facts they need to watch carefully in their own writing.</p> <p>3. This approach doesn't immediately evaluate them as most approaches do. The thoughts during this discussion are on evaluating the writing of <u>others</u> - next will come self-evaluation. Some students may correct their own "sloppy" writing habits before he is ever approached on the idea, merely by finding the same mistake in someone else's paper. Here again, we can see SELF-EVALUATION AND SELF-CORRECTION in action.</p> <p>4. By listening carefully to the discussion, students may correct their own errors as mentioned above, not because "the teacher said so" but because they "see" their errors.</p> <p>5. The more personal writing "bad habits" the students have, they can be corrected before the first actual writing lesson, the better.</p> <p>c. T: Now, we have discussed, or talked about what we look for in other people's writing, and what they see when they look at our writing, the next item for discussion is <u>when</u> should we be careful about our writing? (The main thoughts to be brought out here is whenever any lesson is done, or whenever we write something -- it should be done well at all times.</p>		

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

This oral discussion would take up the time for the first and maybe the second writing writing lesson. This discussion will have little meaning, if it is not followed through. In order to carry out these points, it is very important for the teacher to give an assignment that will review these points in the student's minds. Such an assignment is as follows:

This assignment should be mimeographed so that each student will have a copy. When any assignment covers more than one fact or point at a time, the teacher SHOULD NOT expect the student to remember these or copy them down. REASONS:

1. It is an established fact that the educable mentally retarded student has a short memory span and attention span.
2. The student at this point, IS NOT being tested on how well he can copy work from the blackboard.
3. The student is being assigned a specific assignment, based on these points of information previously discussed, therefore, these "points of information" should be supplied--then he is checked on what he himself finds=how he did something, not what he didn't do.

HOMEWORK ASSIGNMENT:

1. Each student is given four or five samples of other people's writing.
2. Using the samples, the student is to check:
 - a. legibility
 1. letter formation
 2. spacing between letters
 3. spacing between words

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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- b. neatness
1. erasure marks
 2. placement of writing on paper
 3. proper shaded lead pencil
3. After checking these two main points, the student:
- a. Evaluates the good points of the paper:
 1. Paper is neat
 2. Writing is readable, neat, easy to tell one letter from another
 3. Good margins-spacing between words and letters is good
 4. Neat erasure marks
 - b. Evaluate the bad points of the writing and list any suggestions he would like to give etc.
 1. Paper is messy-hands should be clean
 2. Writing is messy-should take more time
 3. Spacing between words and letters need to be improved
 4. Erasure marks make the paper messy-should learn how to erase correctly.
 5. Needs to use a well-sharpened pencil. Pencil should be lighter and/or darker.
4. Following this evaluation, the student himself does a sample writing lesson, bringing out the points mentioned previously. This is where the student puts his own evaluation and habits together to fulfill the assignment.

(Usually, the writing lesson lasts 15-20 minutes, M.W.F., or whatever days the teacher wishes. If this assignment is to be done and done well, the teacher should allow enough time for its completion. Usually three days is enough time. At the end of the set

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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time, the students should have their papers ready to turn in for teacher evaluation. If some do not have their assignment completed, it is important that the teacher find out why. If more time is needed, the teacher should allow additional time, WITH THE UNDERSTANDING THAT THE PERSON HAD A GOOD REASON FOR NOT HAVING THE ASSIGNMENT COMPLETED and THAT THE TEACHER IS ACCEPTING THE STUDENT'S WORD. These two points should be made very clear to such a student. This approach teaches:

1. When time limits are set, they should be kept.
2. If a student has a good reason, more time will be given.
3. The teacher is showing to the student, that she believes and trusts him. THIS IS IMPORTANT

To evaluate what each student has remembered

This will be entirely up to the teacher. This evaluation can be done through the careful checking of each paper.

1. Set up a writing card for each student
 2. List: Name ,Class, Date, at the top.
 3. Make two columns: "Accomplishments"
"Needs Improvement"
 4. These cards will provide a teacher the knowledge she needs for further writing lessons, or make-up assignments
- Small file box
3 by 5 file cards

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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To follow steps for "evaluation"

Steps for evaluating homework assignments:

1. Go over each paper first.
2. Instead of "marking over" the paper, it is best to remember that each paper belongs to a person, treat it accordingly.
3. Find something to commend the student on-something he has accomplished; point out all good points, help him to develop a positive attitude from the beginning.
4. List all things the student did wrong. Then explain to him, the errors he made, why he made them, and show him how he can correct these errors. Explaining these errors now, may help him to not make the same mistake another time.

To follow through the results of the first writing assignment given.

After all students have turned in their first homework assignments, and after the assignments have been evaluated by the teacher and the student, we are ready to follow-through with the results received from this evaluation and assignment. An oral discussion will serve as a further review.

1. Have each student tell you what they did correct on their papers. This would be listed on the board under the heading: "Important Writing Facts We Remembered."
2. Have each student tell you what they did wrong. This would be listed under the heading: "Important Writing Facts that Need Improving."

✓ This complete list can be either left on the blackboard, photographed so that each would have a copy, or written on a chart and kept

OBJECTIVEACTIVITIESINSTRUCTIONAL MATERIALSEVALUATION

To teach writing not only as a subject within itself, but also stress the importance of writing when doing any type of written work.

in front of the room at all times. As each student improved in these areas, he could put his initial by the side of each fact that he has mastered. This would serve as a further concrete evidence of what they had accomplished and others will also see.

1. The activities that will help fulfill this objective are:

From time to time, the teacher can give a subject grade and a writing grade. For example: In Social Studies, if the student is required to write a short paragraph about their family, the teacher could give a social studies grade: 3, and a writing grade: 2, average grade 1- or 2+, depending on attitude, willingness to succeed and if they did their best. If this type of grading is done, the students should understand how the final grade was received and the importance of the writing grade.

2. With the above procedure, it is not always the duty of the instructor to tell the students that a writing grade will be taken.
3. The Writing teacher, could ask other teachers to supply him/or/her with sample writings that students have done.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To further stress the proper way to write letters as reviewed in written language.	Many times, there will be occasions where letters will have to be written. Writing class can be used for this type of project. Sometimes the teacher can give English grades and writing grades on the same assignment. During the writing of letters, thank you cards, notes, etc, there should be a general review over each.		
To carry out functional writing experiences	<p>This objective can be met by using the following project areas:</p> <ol style="list-style-type: none"> 1. Book reports -- can be correlated with Reading, Literature, Speech or Language many grades could be given for one report. 2. Announcements -- can be correlated with oral and written expression 3. School paper -- Correlated with all Language Arts areas. 4. Diaries -- can be correlated with Spelling, English, construction of paragraphs or sentences. 5. Outlines -- correlating this with English areas, Science, Social Studies. 6. Club meeting minutes -- some correlation with Social Studies teaching of parliamentary procedure etc. 7. Budgets -- correlation with Arithmetic, or perhaps a Job Analysis Class of some type. 8. Daily plans -- correlation could be with any subject and home room activities 9. Business letters - any opportunity available. 		

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10. Notes -- correlation with any subject
- 11.. Summaries -- correlation with all subjects
12. Social letters -- correlation with Language Arts areas and extra-curricular activities clubs, etc.
13. Thank you notes -- all areas
14. Applications -- Correlation mostly with a Job Analysis Class, Social Studies, Arithmetic.

Activities for further writing experiences

Short paragraphs about a certain topic could be either written on the blackboard or mimeographed. Through this writing exercise, the students:

1. Have further writing practice
2. Learn the placement of titles on paper
3. Further practice in accurate copying
4. Further experiences in learning to follow oral and written directions.

Have students re-write four short paragraphs from a favorite text book, or library book. This will provide further writing practice and at the same time, allow the students to write what they want.

Provide a time for "letter" formation.

From time to time, it is good practice for the teacher to set aside class time in reviewing the correct formation of the letters in the alphabet, both upper and lower cases. Here, the students should practice writing the letters they have trouble making. IT SHOULD BE STRESSED IN ALL WRITING LESSONS THAT THE STUDENT'S AREN'T TRYING TO BE MADE TO CHANGE THE WAY THEY ARE WRITING, BUT TO IMPROVE THEIR WRITING SKILLS.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
<p>"At one time, the good school was the silent school; the best teacher was the one who kept her students the quietest. The well-behaved pupil spoke only when spoken to. He unobtrusively studied his lessons to memorize the information in his textbooks in order to be ready to give word-for-word responses to any questions his teacher might ask him; or he was busy writing answers to questions on "papers" which she would take home that night to correct. Oral language was a relatively minor phase of the curriculum. The pupil listened as his teacher gave assignments and made explanations or as classmates took their turns in the question-and-answer recitations; he talked only when the teacher called on him. Written language was rarely for the purpose of communication or exchanging ideas. Rather, it was a formalized writing of answers to questions or the preparation of compositions on prescribed topics.</p>			
<p>In the modern school, however, language is an essential part of the learning process."¹</p>			
<p>To review important facts in letter writing, previously taught in the Intermediate grades.</p>			
<p>1. The review of the two types of letters:</p> <ul style="list-style-type: none"> a. The Friendly Letter b. The Business Letter <p>2. Review the main parts of the Friendly letter:</p> <ul style="list-style-type: none"> a. Return Address b. Greeting c. Body d. Closing e. Signature <p>3. Review the terms included as part of letters:</p> <ul style="list-style-type: none"> a. Margins b. Paragraphs c. Indentions d. Spacing 			

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4. Review the placement of parts of the Friendly Letter. Diagrams, showing the location of these parts, will provide a better chance for the students to learn much faster.

To teach the meaning and importance of the Return Address

The teacher would lead an oral discussion to bring out the following:

1. What does "return" mean?

Points to be brought out:

1. To give back something
2. Something you get back that belongs to you
3. If you borrow something, you have to return it.

Very good. Then, we can say that "return" means, to give something back. (The teacher writes this on the blackboard to be in constant view of all the students.)

2. What is "address"?

Points to be brought out:

1. Students would say that an "address" is where people live or work.
3. Now that we know what "return" means and we know what "address" means, let's put the two together—"return address". What does it mean to you now?

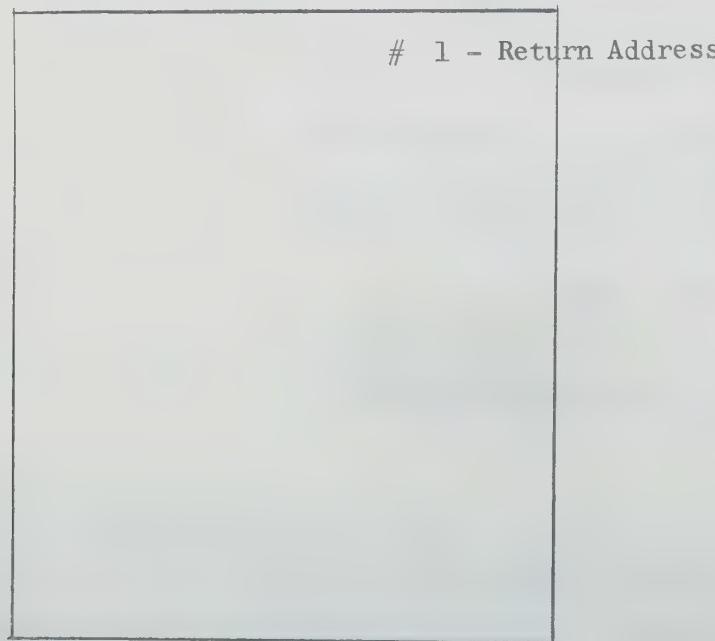
Students should mention that a "return address" when writing a letter, is your address and is used:

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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1. If a letter is to be returned to the person who wrote it.
2. If someone wants to answer your letter
3. If the wrong address is used, the letter can be returned to the writer.

In reviewing the parts of letters, it is important for the students to use their own words to explain the parts, instead of the teacher "putting words" into their mouth.

After all seem to have a clear idea as to what the Return Address is, the teacher would then review the correct place of the return address as found inside the letter. She would add this to a diagram that should be drawn on the blackboard. This would be marked # 1. (See sample diagram below:)



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To teach the 3 main parts that make up the Return Address.

ACTIVITIES

The teacher would continue her discussion:

1. What do we include as part of our Return Address?

Points to be mentioned:

1. Street Number
2. City and State
3. Date

(Most generally, these will not be in their proper order, therefore, the teacher from the very beginning should stress the proper order of the return address. This can be done through oral discussion:

1. Which line is most important?

street name and number

2. We know now, that the street name and number should come first in our Return Address. (This is placed on the first line on the diagram.)

3. What should come next?

City and State
(This is added to the second line on the diagram.)

4. What is left?

Date
(This is added to the diagram.)

5. Remember, we list the lines of the Return Address, according to their importance.

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	<p>6. Here is how a return address should look:</p> <p>5467 South Madison Avenue Chicago, Illinois June 19, 1963</p>		
	<p>7. Now that we have a return address, and we have studied where it is to be placed in a letter, let's add it to our diagram and mark it # 1 because this is the first part of the friendly letter that we have reviewed. (See diagram below - same one should be listed on the board.)</p> <p>5467 South Madison Avenue Chicago, Illinois June 19, 1963</p>	# 1	

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8. Using the proper form as listed on the blackboard, use your street number, name of street, city and state, and today's date and show me if you can write a return address correctly, and in it's proper place, as if you were writing a letter.

(Here the teacher walks by each desk, checks and corrects papers. It is at this point that the teacher will be able to see how many remembered what had been previously taught them and how many had forgotten. The main step to be accomplished here, however, should be to teach those who didn't know. All should accomplish this task before going ahead.

To review the phrase:
"leave a space."

1. Before beginning something new, let's review exactly what we have gone over in class.

First, we discussed the importance of writing
Second, we have discussed the names of the different parts of the friendly letter.
Third, we discussed what "return address" means.

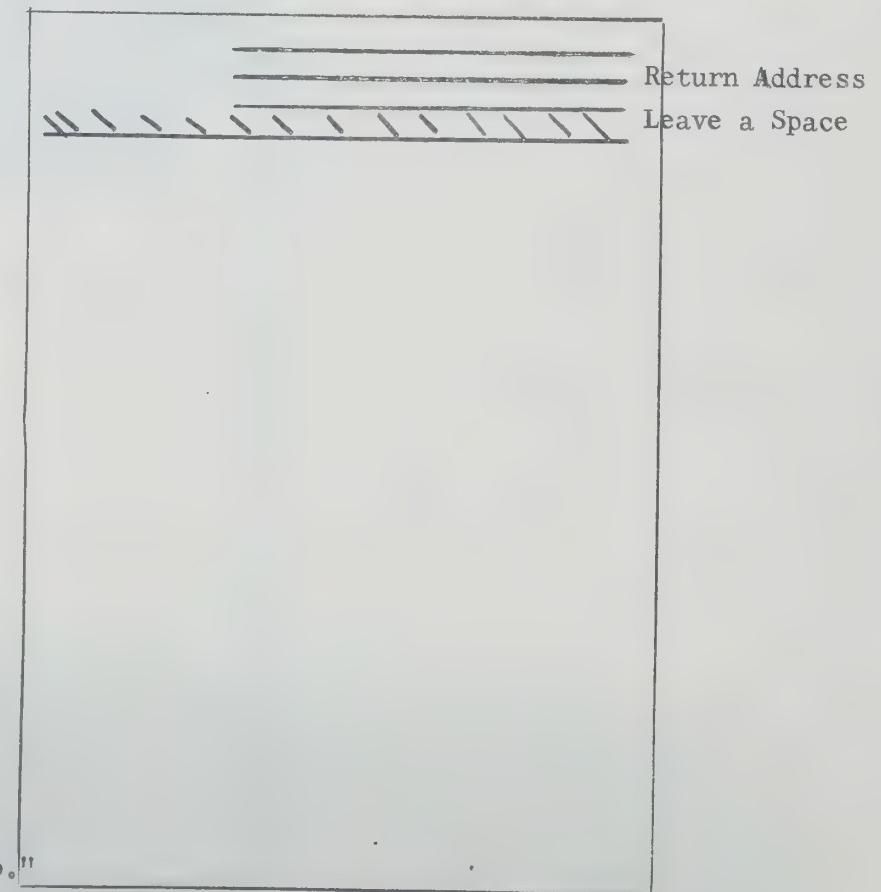
Fourth - we studied the three lines that make up the return address and we know how each should be listed

Fifth - we know where to put the return address.

2. After we write the Return Address, we "leave a space." This separates the return address and the Greeting. (This is put on the diagram.) (See the diagram at the side.)

To develop a complete understanding of the Greeting and it's position as part of a letter.

1. The next part of our friendly letter would be items such as: Hello, Dear Mary, Hi, John, etc. What are we doing when we write this? (Students will probably say we are "saying hello.")



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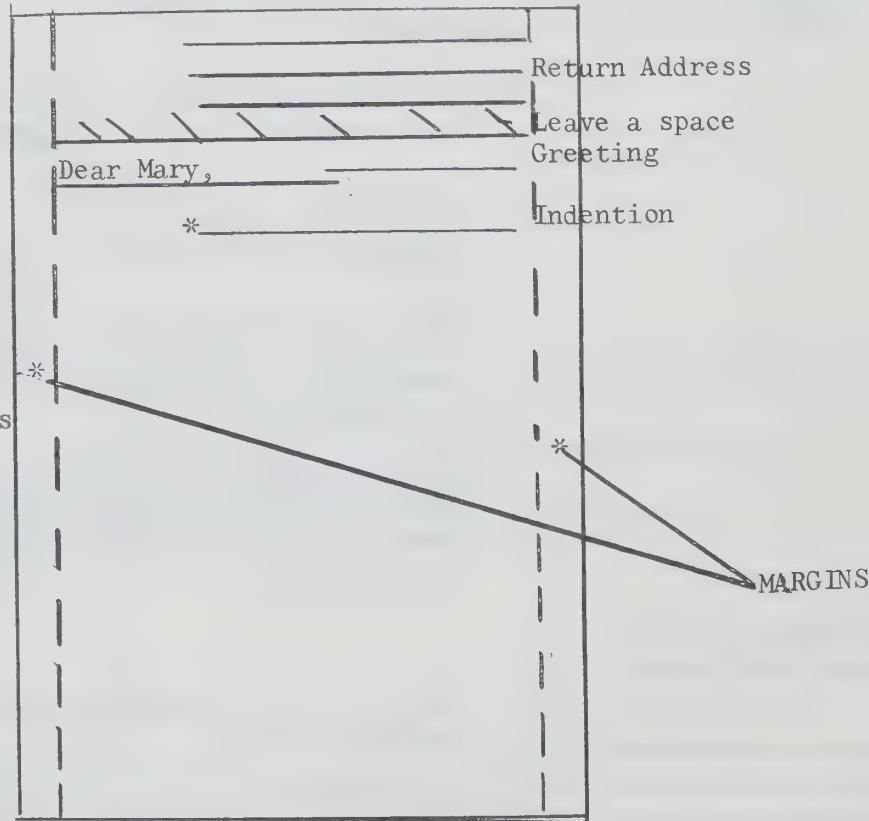
- To review the use of "margins" when writing a letter.
2. Review the word "Greeting"
 3. Add this to the sample on the blackboard. (See sample form at the right.)
 1. By marking off lightly the width of a ruler on the left and right side of the paper, the students will remember how to make margins.
 2. Open a book and point out the margins on both sides of the sheets.
 3. Add the margins to your form letter that is on the blackboard. (See sample at the right.)
 4. Mention the fact that all parts of the letter is kept inside of the margins, as was seen in the book.

To review the meaning of "indent"

These points should be brought out in the discussion:

1. We indent the first line of every paragraph.
2. When we indent, and make a new paragraph, this tells us and others that we are talking about something different.
3. The teacher would mark on the diagram, where the first indentation be. (See above marked with a *)

To review the body of the letter and the proper way it should be written



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Oral review:

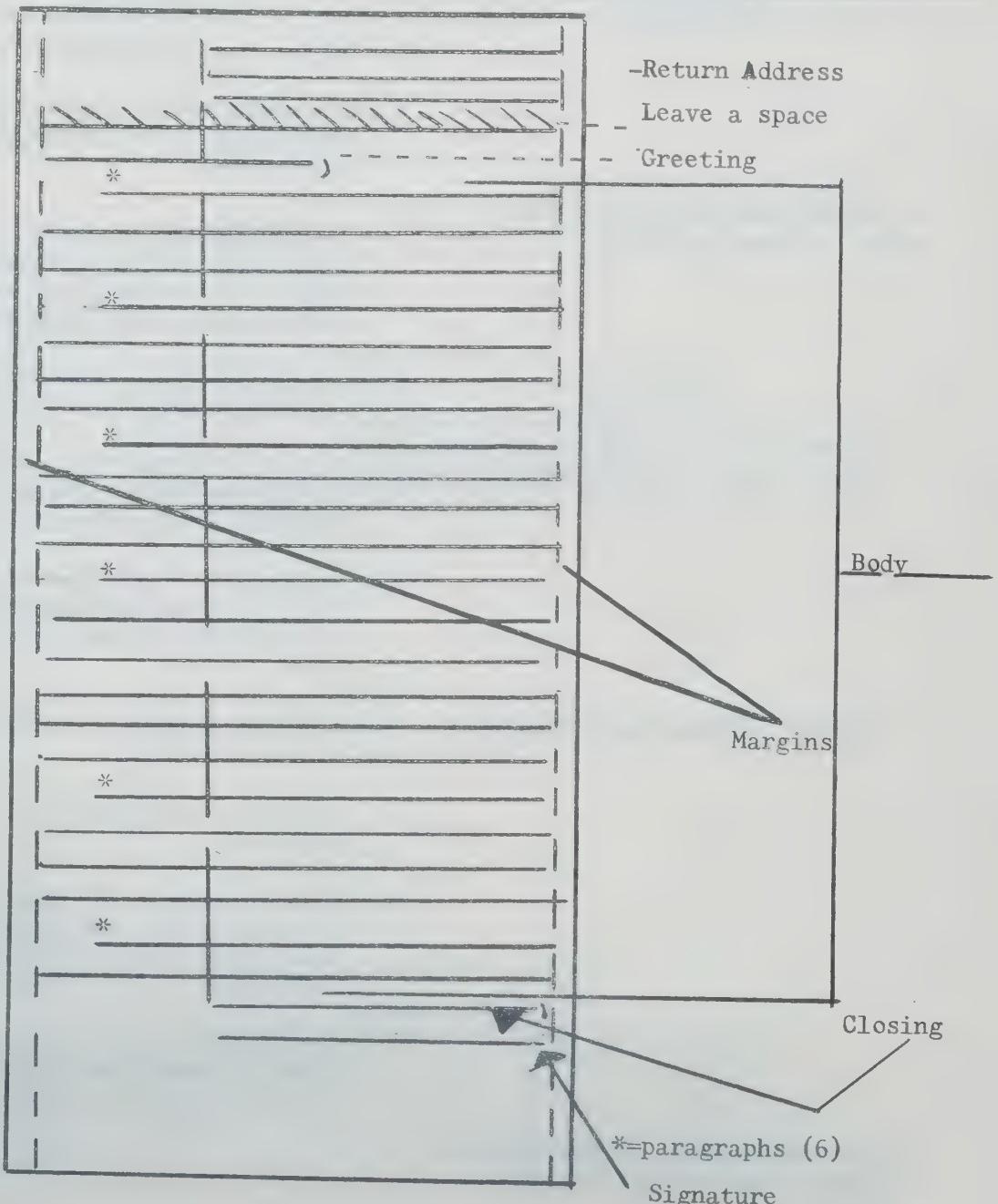
1. The next part of the friendly letter we are going to review is the body.
2. This part of the letter is called the "body" because it gives the purpose for writing the letter.
3. The body of your letter can be made up of as many paragraphs as you need. Remember to indent each time you begin a new paragraph.
4. Put paragraphs on your letter sample that is on the blackboard. Mark each indentation with a *. (See sample letter to the right.)

To review the closing and its proper position in the letter.

1. Now, we are finished with our letter. We have to close.
2. The closing is our way of saying "good-by."
3. What are some of the closings you might be able to think of?

Sincerely,
Sincerely yours,
Your friend,
Love,
See you,

4. Place the closing on the sample for that is on the blackboard. (See sample form at the side.) REMEMBER--YOUR CLOSING IS ALWAYS FOLLOWED BY A COMMA.



OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To review the position of the signature when writing a letter.	<ol style="list-style-type: none"> 1. Add the signature to the form. (See page 8) 2. Ask students what a "signature" is. They will bring out that a signature is the name of a person. 3. When adding the signature to the form, be sure to show it is kept in line with the closing and return address. (See diagram.) 		
To provide a chance for the students to copy down, the name of each part of the friendly letter and its proper position.	<p>This objective could be done by allowing them to copy from the completed diagram that should be on the blackboard. The diagram should include all the parts of the letter that were studied. See page 8 for a sample copy of this diagram.</p>		<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Return Address</p>
To review the correct way to complete an envelope.	<ol style="list-style-type: none"> 1. Draw a diagram of an envelope on the blackboard. (See example at the side.) 2. Ask students if they know how many addresses go on an envelope. They should say 2. 3. Ask them where the envelopes are put. They would tell you in the upper left hand corner and in the middle of the envelope. 4. Ask if they know the names of these addresses. Mention that they have studied about one. They will then recall, the return address. 5. Review the main address and its location. Emphasize the importance of being neat when completing an envelope. Discuss the 4 lines. 6. Discuss the envelope, the two addresses and the reason for accuracy and neatness. 7. Take a guided tour of the Post Office <u>after</u> the study of writing letters. 	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Main Address</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>

ACTIVITIES THAT CAN BE USED TO CARRY OUT THE REVIEW OF THE FRIENDLY LETTER.

- (A.) Have students to study the parts of the friendly letter and know how each are spelled. (This would be the spelling lesson.)
1. They should be given a spelling test to check their accuracy in spelling these parts. Each should pass this test before going ahead. The words they should know how to spell are:
 - a. Return Address
 - b. Greeting
 - c. Margins
 - d. Indent
 - e. Paragraph
 - f. Body
 - g. Closing
 - h. Signature
 2. Each should be required to know the position of each part before they are given the opportunity to write friendly letters. This can be reviewed and checked by the following activities:
 - a. Telegram method:
 - (1) Student is given a ditto copy of a friendly letter. (One on next page.)
 - (2) Student is given a blank form on which a friendly letter could be written. (Sample of this is on the next page.)
 - (3) The students cut-out the different parts of the friendly letter and paste them on the blank form provided. Each part should be put in its proper position.
 - (4) When this is completed, if they know the proper positions of these parts, their letter should be perfect in position.
 - (5) These papers are checked by the teacher.
 - (6) Each student, to complete this method of review, uses their pasted copy of the letter and should rewrite this letter on another sheet of paper, trying to correct the errors made when pasting the parts on the form. Those who did the pasted letter correctly, should stress neatness when rewriting the letter.
 - b. Practice Makes Perfect:
 - (1) Those who didn't do well on the above method could use the same letter and write it over- and over- until they do it correctly.
 - (2) This should be guided very closely by the teacher, making sure praise is given when one item of importance has been accomplished. For example: "You did very well in remembering your margins and indenting your paragraphs. Now, let's write this letter and see how neat we can be."
 - (3) For further practice, some may decide they would like to do both exercises. This is good, but must be their idea. Both methods should not be forced on them at once.

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There will be those who master the friendly letter quite rapidly, therefore, they should be allowed to:

1. Write one friendly letter, get it approved by the teacher and then put it in the mail.
 2. A list should be made of these students and they could be the ones to write the class letters, school letters, thank you notes, etc. when the need arises for such.
 3. Their names should be added to the list on the blackboard, entitled: "We Know How to Write Friendly Letters Accurately."
 4. These students should move on to the review of the business letter.
 5. From time to time, these students could be used as "teacher helpers" to instruct those who may be having trouble.

Form to be used when studying the telegram method of review for the friendly letter.
(To be mimeographed)

The diagram consists of a series of horizontal lines. On the left side, there are vertical dashed lines with tick marks. The first two lines from the top have labels 'y' and 'x' respectively. The third line from the top has a label 'z'. The lines are arranged such that they overlap, creating a layered effect. The lines are solid black and the dashed lines are also black.

LETTER TO BE USED WITH THE STUDY OF THE FRIENDLY LETTER WHEN USING THE TELEGRAM METHOD, LISTED ON PAGE 10:

TO BE MIMEOGRAPHED

Dear Mary,

Ann-Margaret,

Your friend,

The funniest thing happened to me the other day. I started writing you a letter, but put the wrong address on the envelope. The letter came back to me today.

My Aunt Ellen came to visit us last week. We went on many picnics and visited the zoo. She is a very nice Aunt.

School begins again in September and I will be glad to see my friends. There are so many things we could talk about.

Please ask your mother if you can come and stay with me for a week, sometime soon. We can have lots of fun and go many places together. I will enjoy hearing about your new home. Let me know if your mother will let you come.

631 South Maple Street
Phoenix, Arizona
July 19, 1963

<u>OBJECTIVE</u>	<u>ACTIVITIES</u>	<u>INSTRUCTIONAL MATERIALS</u>	<u>EVALUATION</u>
To review the parts of the Business Letter.	<p>The same procedure, as used with the review of the friendly letter, can be used here.</p> <p>The same type of diagram can be used for this review, with the following points added for review:</p> <p>After the review of the return address, would come the review of the Inside Address.</p> <ol style="list-style-type: none"> 1. Oral discussion, directed by teacher: <ol style="list-style-type: none"> a. In our friendly letter, how many addresses did we study? Answer: one—the return address b. In the business letter, we have two addresses: Return Address Inside Address c. Where do we put the inside address? Answer: Against the left margin, after the placement of the Return Address. (This should be placed on the diagram.) How many lines do we use? Answer: 4—illustrate on diagram 		<p>Return Address</p> <p>Inside Address</p>
To review the importance of the inside address and its position in a business letter			

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To review the type of Greeting used in a Business Letter.	Oral Discussion. Points to mention: <ol style="list-style-type: none">1. We are reviewing business letters, therefore, must remember our greeting must be a "business greeting."2. What are some greetings we could use in a business letter?<ol style="list-style-type: none">a. Dear Sir:b. Gentlemen:c. Dear Mr. _____:d. Dear Madam:		
	As the students give these business greetings, write them on the blackboard. Eliminate those that would not apply -- making sure to explain why.		
	<ol style="list-style-type: none">3. Mention that the greeting in this case is <u>not</u> followed by a comma, but a colon. (Draw attention to this when it is placed on the diagram.)4. Review the body of the letter, mentioning the same points as was mentioned in the study of the friendly letter.5. Draw attention to the closing. Here we also use a business closing. Ask for some suggestions from the students:<ol style="list-style-type: none">a. Sincerely yours,b. Yours truly,c. Sincerelyd. Best Wishes,		

Draw attention that the closing here, is also followed by a comma, as in the friendly letter.

6. Review the signature, placement and type to use in a business letter: full name.

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ACTIVITIES THAT CAN BE USED FOR THE REVIEW OF THE BUSINESS LETTER:

1. Have each student study the parts of the Business Letter and know how each are spelled. This will be easier than before, because most of the parts they already know.

a. The spelling test should be given first. Parts to know how to spell are:

- (1) Return Address
- (2) Inside Address
- (3) Margins
- (4) Greeting
- (5) Indentions
- (6) paragraph
- (7) Closing
- (8) Body
- (9) Signature

b. Each should be required to know the position of each part before leaving the study of the business letter. This can be done by:

(1) Telegram method - previously described on Page 10

a. The letter to be used for this is on the next page.

b. The graphed form to be passed to the students for this study is on the next page.

(2) Practice Makes Perfect

a. Students who didn't pass this activity could use the same letter as used above and write the letter over and over, until it is done correctly. (Same method as used for the review of the friendly letter.)

b. Some may want to do the telegram method over until they feel they have done their best.

(3) Those who master this review could:

a. Advance to the next phase of written language.

b. Serve as helpers by guiding those who need more help.

c. Be the ones who write all Business Letters for the class whenever the opportunity presents itself.

d. Names should be added to the list for completion of the study of the business letter.

LETTER TO BE USED WITH REVIEW OF THE BUSINESS LETTER, USING THE TELEGRAM METHOD.
(TO BE MIMEOGRAPHED)

Gentlemen:

Wyoming State Capitol Building
Capitol Avenue
Conservation Department
Cheyenne, Wyoming

Sincerely yours,

John Brown

1100 Richardson Court
Cheyenne, Wyoming
June 3, 1963

In our school, we are studying about conservation in Wyoming. There are twenty-five students in our room. We would like to receive your booklet: "What Is Conservation" and any other free material you may have on this subject.

I attend Monroe Junior High School and my teacher's name is Mrs. Jane Martin. My principal's name is Mrs. Henry Morgan.

Our class is very eager to receive this information. Thank you in advance for any help you can give us.

OBJECTIVE

To teach the basic encyclopedia skills.

ACTIVITIES

1. Draw attention to the number of books that make up one set of an encyclopedia:
 - a. Each book is called a volume. 1 complete set of encyclopedias
 - b. There are volumes to make up the set of encyclopedias. (Number to be added according to the set the teacher uses.)
 - c. Each volume has a number and a letter, or letters printed on it. (Point these out.)

These underlined words should be written on the blackboard and used as reference throughout the study of the encyclopedia skills. Students should become familiar with these terms.

2. Show how topics and information can be found in the encyclopedias.
 - a. Write topics on the board. (Example:)
 1. Alexander Graham Bell
 2. Railroads
 3. Red Cross
 4. Phoenix, Arizona
 - b. Using the encyclopedias and the list above, or a list provided by the students, guide students in finding each of these in their proper column. (Points to bring out:
 1. If you are trying to find out more about a person, use his last name. Example:

Alexander Graham Bell

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2. When trying to locate information on a subject, use the name of the subject: Example:

Railroads

3. When you want to locate information on an organization, use the complete name to find the right volume: Example:

Red Cross

4. When trying to locate information on a city, use state to find the correct volume: Example:

Phoenix, Arizona

5. All topics are listed in alphabetical order within each volume.

3. How to find information after the correct volume has been found.

a. Give each student a volume of the encyclopedia.

b. Have them to notice what volume they have.

c. Ask for their attention and show them the volume you have.

d. Write your volume letter and number on the blackboard. Example: W - 22.

e. Pick a subject that goes with your volume. Example: w-e-a-t-h-e-r

f. Write this on the blackboard

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- g. Review with the class, the study of putting of putting words into alphabetical order.
- h. Draw attention to the words at the top of each page in your encyclopedia.
Point out:
 - a. The words are called guide words and they are there to help you find your topic faster.
 - b. The word listed at the top to the left is the first word on that page.
 - c. The word listed on the same page at the top to the right, is the last word in this column.
- i. Draw attention to your word and the letters: w-e-a-t-h-e-r
- j. All subjects in this column begin with w.
- k. Go to the next letter in your word w-e
- l. Use the guide word, and let's find w-e in our encyclopedia.
- m. Now, using the third letter - a - let's find w-e-a
- n. Our next letter is t. Let's find w-e-a-t

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All of the above should be carried according to the encyclopedia set used in the classroom.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To provide further activities to be done to carry out what has been covered through the study of the encyclopedia.	<p>1. To provide further experiences in deciding what volume to use:</p> <p>a. Ditto Sheets:</p> <p>1. What number column would you use if you wanted to find these topics?</p> <p>(a) Holidays _____ (b) Science _____ (c) Nursing _____ (d) Abraham Lincoln _____ (e) Salvation Army _____ (f) France _____ (g) electric _____</p> <p>2. Write below, the letter that goes with the following numbers:</p> <p>(a) # 20 (b) # 1 (c) # 3 (d) # 7 (e) # 18 (f) # 2 (g) # 12 (h) # 9 (i) # 8 (j) # 13</p> <p>3. Underline the letter in each of the following that you would use to find the information you needed:</p> <p>(a) <u>houses</u> (b) <u>roads</u> (c) George <u>Washington</u> (d) <u>planets</u></p>		

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- (e) sun
- (f) horses
- (g) glass
- (h) water
- (i) Eli Whitney
- (j) automobile
- (k) television
- (l) Red Cross
- (m) Salvation Army

4. Oral discussions similar to the above written assignment could be given.
5. Each student can be assigned a topic, and he asked to turn in a written report. NO HELP SHOULD BE GIVEN IN FINDING TOPIC.

This lesson can be correlated with all other subjects, mainly, social studies.

To teach the basic dictionary skills.

1. Make sure each student has a dictionary
2. Bring out the idea of guide words
3. Write this on the board, and have a student define the two.
4. Point out that these guide words are used for the same purpose as those in the encyclopedias.
5. Review the same basic steps as was done in the unit on the encyclopedia.

Dictionaries - one for each student

To introduce what information can be found in a dictionary - general information.

1. Refer to the front of the dictionary and point out:
 - (a) The Pronunciation Key
 - (b) Title Page
 - (c) Contents Page
 - (d) Preface

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- (e) Guide to Pronunciation
- (f) Explanatory Note Sheet
- (g) Abbreviations Used in the Dictionary

2. Refer to the back of the dictionary and point out:

- (a) Abbreviation Sheet
- (b) Biographical Names
- (c) A Pronouncing Gazette
- (d) Sheets Showing Common English Given Names
- (e) Rules for Spelling
- (f) Punctuation, Compounds, Capitals etc.
- (g) Preparation of Copy for the Press
- (h) Colleges and Universities in the United States and Canada

(These past two topics are just to help the students become aware of what can be found in a dictionary. They are not to be tested on this type of material.)

To provide working activities that will help students put into practice what they have been taught through this study.

1. Provide lists of words to be alphabetized and looked up in the dictionary. Write the page # to the left, of the word. Example:

paper Page 678

2. Give one word a week to the class:

- (a) Have them look up the word in the dictionary
- (b) Know its meaning
- (c) Know the correct pronunciation
- (d) Know correct spelling
- (e) Find how many definitions given for the one word, going by the # listed.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To teach functional grammar skills.			
Writing Sentences	<p>3. The knowledge of the correct use of the dictionary will prove helpful in all areas of school work.</p> <p>4. Each should be taught to treat their dictionary as an important book.</p> <p>1. The writing of sentences for this group would be divided into two types of sentences:</p> <ul style="list-style-type: none"> a. sentences that ask a question b. sentences that tell something <p>2. As a review, each student could give a sentence orally. The teacher in turn would write this sentence on the board.</p> <p>3. Then, she would tell the class to look very closely at the sentence. Does it <u>tell</u> something or <u>ask</u> something?</p> <p>4. Their answer would be put on the board beside the sentence if it was correct. In most cases, students will correct one another. (Here it is important for the teacher to remember that the student isn't being tested on how well he reads but whether or not he can tell a asking sentence and a telling sentence apart. Therefore, the teacher should read the sentence to the student if she knows reading is a weak area for him.)</p> <p>5. Each student should be required to give a sentence orally, and tell you if a sentence is <u>asking</u> or <u>telling</u>.</p> <p>6. If the student cannot do # 5, it is</p>		

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important the teacher spend as much time with him as possible, and try other techniques in getting him to realize the difference in the two. She could give him certain demands like:

Shut the door. Turn off the light.
Please come here. Please shut the door.

The student would carry out these requests. Then the teacher could say did I ask you something or tell you to do something?

She could give him sentences like:

Are you feeling well? How old are you? Where do you live? Did you eat lunch? What did you do?

She would ask him if she told him something, or asked him something.

To provide follow up for the review of telling and asking sentences.

It is important that the teacher understand and see the value of "follow-up" of reviews.

This could be done by giving class assignments and home work assignments that would give them further practice in deciding what sentences are asking sentences and what ones are telling sentences. English textbooks, writing on the blackboard, photographed, or student sentences - all of these could be used as a source of information.

Following is a sample of the type of assignment to give.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
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BELOW ARE FIFTEEN (15) sentences. At the end of each sentence, there is a blank line. Read the sentence to yourself very carefully. Ask yourself if the sentence is asking or telling you something. If the sentence is asking you something, put an "A" on the blank. If the sentence is telling you something, put a "T" on the blank. Take your time and work carefully.

- 1- The little boy and his mother went to the park yesterday. _____
- 2- The rain came down very fast. _____
- 3- Did you go to town last night with your mother? _____
- 4- That dog is very small. _____
- 5- Where do you live? _____
- 6- Her dress is very pretty. _____
- 7- My house is white. _____
- 8- Where do you go to school? _____
- 9- Do you like to go to parties? _____
- 10- How many brothers do you have? _____
- 11- The yard needs to be cleaned. _____
- 12- Dick went to the store for mother. _____
- 13- I did my assignment last night. _____
- 14- Do you have a sheet of paper I could borrow, please? _____
- 15- There are five dogs in our yard. _____

The result of this type of assignment, whether it be at home or at school, will show the teacher those students who understand this lesson and those who are having trouble. It might be wise to check an assignment done at home and an assignment done at school to compare the results. Sometimes, in order to help a student, the parent will do the assignment.

Those students who accomplish this assignment should not be kept with this work but should advance to the next step. Those who need additional help should stay with this lesson until they have the knowledge of what a telling sentence and an asking sentence is; how to tell each. (The teacher will have to use different sentences each time. The assignments need not all be written.

To review the subject of a sentence as previously taught in the Intermediate grades.

In the Intermediate Department, the subject of a sentence was discussed completely. The first thing to ask here is: "What is a subject of a sentence?"

Answer: "The person or thing you are talking about."

In order to review the students, the teacher could ask for a sentence from a student, write sentence on the board and ask: "Who or what are you talking about?" Most generally they will tell the correct answer.

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To provide follow up for the review of the subject of a sentence.	<p>Each student should give a sentence orally then pick out the subject.</p> <ol style="list-style-type: none"> 1. If the student has trouble finding the subject, the teacher should devote more time with him. 2. To further explain this "subject" the teacher could go around the room and pick up objects, making sentences using the object she is holding in her hand, then ask, what or who am I talking about? The students would say the name of the subject. 3. Following this "concrete example.", the students would find sentences easier to read and find the subject. 		
	<ol style="list-style-type: none"> 1. Each time the class has a review, a follow-up is always necessary. Below are some sentences that could be used either as duplicated seat work or oral blackboard work. <ol style="list-style-type: none"> a. The dog is in the yard. b. The white hat needs to be cleaned. c. The tall girl fell down. d. The floor needs to be waxed. e. The school nurse is my friend. f. My aunt lives in the country. g. There are three people absent. h. Her hair is yellow. 2. The scores from this assignment, or other similar assignments, will help the teacher to know what students are ready to advance and what students need more individual help. 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To introduce the "predicate phrase" of a sentence.	<p>This word "predicate" should be explained to the students in such a way so that they will understand the word and not let it defeat them. (There are some students who have a mental block against words they have never seen or against words they don't know. This is due to the fact that in reading, they have met defeat so much they reject anything that will give them, or help to develop within them, the feeling of defeat. Phrase should be explained as being a "group of words" that can not be a complete sentence within itself.</p> <p>The purpose of teaching "subject" and "predicate phrase" to to give each a better understanding of what is included in a complete sentence. This will help their writing and speaking abilities if they know, and understand.</p> <ol style="list-style-type: none"> 1. Write a sentence on the board, preferably a sentence given by a student. <ol style="list-style-type: none"> a. The boys went to the show together. b. What is your subject? BOYS c. Ask, what they did, and we find our "predicate phrase." =went to the show togehter. 		
To provide follow-up for the review of the "predicate phrase."	<p>The following can be used as either homework or class assignment. This is a sample of the type of work the teacher could give the students.</p>		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
B To master writing short informative paragraphs.	<p>Below are ten sentences. Circle your "predicate phrase!" Remember your predicate phrase tells you more about your subject.</p> <ol style="list-style-type: none"> 1. The dog jumped over the high fence. 2. The girl went to town. 3. The tomatoes look very good. 4. The car was big and white. 5. The girls were playing a game. 6. There were many boys absent from school today. 7. The children had a nice party. 8. Mary lives in a big white house 9. Mary gave me a yellow pencil. 10. Joe has a red coat. <p>This type of assignment will help the teacher to know those who have mastered this phase of language and those who will need more help.</p>		
	<ol style="list-style-type: none"> 1. Short informative paragraphs: (Review of complete sentences to precede these activities.) a. Oral discussion: 1. Short paragraphs are paragraphs where what is said, is said in as few words as possible, omitting unnecessary words as and, the, so, etc. 2. Informative -means to inform or make known. When writing informative paragraphs, include facts all may not know and keep to the point. 		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To provide a review time to review the facts to be remembered when writing paragraphs.	<p>3. A paragraph is a group of sentences concerning the same topic.</p> <p>2. Facts to remember when writing paragraphs:</p> <ul style="list-style-type: none"> a. Know your topic. b. Have information to be used in your paragraph. c. Use complete sentences d. Omit unnecessary words. e. End each sentence with the proper punctuation. f. Indent the first line of every new paragraph. g. Leave margins on both sides of your paper. <p>3. Constructing a paragraph with the help of the class:</p> <ul style="list-style-type: none"> A. Combine all ideas: <ul style="list-style-type: none"> 1. Choose a topic. 2. List all facts to be mentioned. 3. Include the names of people if there are any in connection with your topic. 4. Try to list a thought from each student. B. Using ideas above, guide the thinking as to what points should be mentioned first. <ul style="list-style-type: none"> 1. Use all thoughts if possible. 2. As each thought is used, review the facts to remember when writing paragraphs. C. Assign a topic to each. <ul style="list-style-type: none"> 1. Assign those topics that are interesting to each. 2. Make sure there is plenty of information on each topic. 		
To give a concrete example of how to write a short paragraph by using the ideas of the class.			

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	A. Help the students to use all resources available: 1. Encyclopedia 2. Dictionary 3. Library books 4. Text books 5. Resource people 6. Magazines	Resource materials: Encyclopedia set Dictionary Library books Text books List of resource people Magazines	
	B. Review individually, if necessary, the proper way to use resource material - previously studied.		
	D. After the assigned paragraphs are written, and <u>before</u> students select their own topics, the following should be done:		
	a. Teacher evaluates each student's work 1. accuracy in subject matter 2. Neatness 3. Good points 4. Bad points		
	b. Each student should be praised for good points presented in his assignment		
	c. Bad points should be listed, giving reasons why this was wrong: 1. Teacher will find an oral explanation to each will help eliminate errors the next time. 2. It is important for each to understand this phase of written language before going further.		
	4. Teacher could make a file on each student per topic, listing good points and bad points. Then, when homework is to be given, or a student needs make up work, the work given him will be constructive and not "busy work."		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To review the use of capital letters.	<p>E. Now that the class as a whole, has written a well constructed paragraph, <u>and</u> each has written a paragraph on an assigned subject, that has been evaluated, they are now ready to write a paragraph using their own topic.</p> <p>1. If much time and effort has been given to teaching the correct way to write such paragraphs, the students should have a general idea as to how this assignment is done.</p> <p>2. Teacher could help those who come to her.</p> <p>3. Enough time is to be given for the completion of this assignment.</p> <p>F. Topics are <u>collected</u>, <u>corrected</u>, <u>evaluated</u>, <u>comments made</u>-bad and good, <u>returned</u> to the student. (These comments could be added to each evaluation card and kept for further reference.)</p> <p>G. Each student should be motivated to compare the results of:</p> <p>1. The assigned topic paragraph with 2. Their chosen topic paragraphs.</p>		
	<p>I. Oral discussion, bring out the use of capital letters with:</p> <p>a. proper names b. important places c. months and days d. cities and states e. initials f. abbreviations</p>		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To teach "simple" proper punctuation	<p>g. beginning of sentences h. first word in greeting of a letter DITTO SHEETS i. important words of titles j. names of streets and avenues</p> <p>2. Two of these could be discussed at once.</p> <p>3. Oral samples from students, written on the blackboard.</p> <p>4. Written class or homework should be given each day, covering these points.</p> <p>5. Before going to the next two areas, students should master the two previous areas first.</p> <p>6. <u>Once a month</u>, a review over the use of materials covered should be given, even though some have completely mastered the work. Repitition is important with the educable mentally retarded student.</p> <p>A. 1. Comma</p> <p>a. after greeting of a letter b. between cities and states c. between the day and year d. after yes, and no.</p> <p>2. Each of the four points above, should be presented one at a time.</p> <p>a. As one of the above is presented, examples from students should be given. b. A series of class or homework assignments should follow. This will help strengthen each idea in their minds.</p>		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
To teach the proper use of a verb and its importance to sentences.	<p>3. Review tests over the 4 above facts should be given from time to time throughout the whole year. This will serve as a reminder of the proper use of the comma.</p> <p>B. 1. Periods</p> <ul style="list-style-type: none"> a. at end of sentences. b. after abbreviations c. after initials <p>2. The same general procedure as used for the study of the comma, should be used with the study of the period, including review tests.</p> <p>C. Question Mark</p> <ul style="list-style-type: none"> 1. Question mark is used after every sentence that asks a question. 2. Refer to the study of "asking and telling" sentences. <p>D. Apostrophe:</p> <ul style="list-style-type: none"> 1. contractions 2. to show possession 3. Use the same procedure as used for the study of the comma and include all review tests. <p>E. Quotation Marks</p> <ul style="list-style-type: none"> 1. used to quote what someone has said 2. to put special emphasis on a word or phrase <p>1. Point out the three main parts of a verb:</p> <p style="text-align: center;"><u>Present</u> <u>Past</u> <u>Future</u></p>		

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	<p>2. Teach the use of helping words with the future tense of a verb: is, are, was, were, have, has, had</p> <p>3. Each day, study a verb. Example: Go.</p> <p>4. Ask for the three main parts and put them on the board:</p> <p style="text-align: center;">GO WENT GONE</p> <p>5. Have students use each in a sentence. Pay special attention to their use of helping words. As they use a helping word, have them tell you what word is considered to be the helping word.</p> <p>6. Require students to know:</p> <ul style="list-style-type: none"> 1. correct spelling of the three main parts of the verb 2. how to use each in a complete sentence 3. which part of the verb needs the helping word <p>7. Students should be corrected when they use bad English. If they are going to write correctly, they should know how to speak correctly.</p> <p>8. As verbs are studied, it might be wise to list them on a chart and keep them before the class at all times.</p> <p>9. All written work should use verbs correctly</p> <p>10. The verbs studied should be determined by the teacher. Some ideas for study are:</p>	DITTO SHEETS for homework or class assignments.	

OBJECTIVE	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	a. teach, learn b. sit, set c. lie, lay d. went, gone e. saw, seen f. gave, given g. came, come h. to, two, too i. may, can j. did, done k. rode, ridden l. knew, known m. grew, grown n. ran, run o. ate, eaten p. took, taken		
To teach the meaning of singular and plural	Oral Discussion		
	1. Singular means ONE		
	a. horse b. cat c. dog d. house e. boy f. car		
	2. Plural means MORE THAN ONE		
	a. <u>horses</u> b. <u>cats</u> c. <u>dogs</u> d. <u>houses</u> e. <u>boys</u> f. <u>cars</u>		
	3. Learn how to make singular words into plural words: a. adding <u>s</u> b. adding <u>es</u>		

<u>OBJECTIVE</u>	<u>ACTIVITIES</u>	<u>INSTRUCTIONAL MATERIALS</u>	<u>EVALUATION</u>															
To teach the importance of homonyms. (Help to spelling)	<p>4. Introducing unusual singular and plural words:</p> <table> <tbody> <tr><td>a. child</td><td>children</td></tr> <tr><td>b. woman</td><td>women</td></tr> <tr><td>c. man</td><td>men</td></tr> <tr><td>d. knife</td><td>knives</td></tr> <tr><td>e. wife</td><td>wives</td></tr> </tbody> </table> <p>5. Written assignments should be given to provide further experience in using singular and plural words - writing and oral speaking.</p> <p>Oral discussion</p> <p>1. A homonym is a word that sounds like another word but different in meaning and spelling:</p> <table> <tbody> <tr><td>a. bare - bear</td></tr> <tr><td>b. led - lead</td></tr> <tr><td>c. red - read</td></tr> <tr><td>d. their-there</td></tr> <tr><td>e. see - sea</td></tr> </tbody> </table> <p>2. This will be helpful in reading</p>	a. child	children	b. woman	women	c. man	men	d. knife	knives	e. wife	wives	a. bare - bear	b. led - lead	c. red - read	d. their-there	e. see - sea	Vocabulary sheets - made by the teacher, listing all words studied.	
a. child	children																	
b. woman	women																	
c. man	men																	
d. knife	knives																	
e. wife	wives																	
a. bare - bear																		
b. led - lead																		
c. red - read																		
d. their-there																		
e. see - sea																		
To develop "self expression" by writing autobiographies, short stories, book reports, themes etc.	Toward the end of the school year, there will be some students who will have a good knowledge of what has been taught during the year. These "self expression" assignments such as autobiographies, short stories, book reports and themes will call upon the students to use what they have studied throughout the year. These could be used as a basis for student evaluation.		WITHDRAWN															

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